



**Iowa Department of Education
District Sustainability Award Nominee Presentation Form**

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools District Sustainability Award 2019-2021

Name of Superintendent: T. J. Schneckloth

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: Davenport Community School District

(As it should appear on an award)

Address: 1702 N. Main Street

Telephone: 563-445-5000 Fax: 563-336-5080

Web site/URL: www.davenportschools.org E-mail: schneckloth@mail.davenport.k12.ia.us

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

A handwritten signature in blue ink that reads "Tj Schneckloth".

Date: 2/14/19

(Superintendent's Signature)



Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Iowa Department of Education

Name of Nominating Authority: Mr. Thomas Cooley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in black ink, appearing to be "Thomas Cooley", written over a horizontal line.

Date: 2-15-19

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



Green Ribbon Schools
United States Department of Education
Davenport Community School District

Narrative Summary

Davenport Community School District currently uses Utility Manager software and two benchmarking tools to track and monitor our natural gas, electric, and water consumption- Energy Star Portfolio Manager and B3 Benchmarking. Analysis of data and trends has informed planning and decision-making district-wide, which has led to improved efficiency through systemic upgrades; energy efficiency projects; utilization of maintenance management software; adoption and implementation of temperature guidelines, School Board policies, administrative regulations, and long range facilities plans and an energy management plan. Use of these tools has also granted the District recognition locally, regionally, and nationally with multiple energy and environmental awards. In the past 22 years, Davenport Community School District has received multiple awards for excellence in energy efficiency and conservation, energy resiliency, environmental sustainability, recycling program development, and staff leadership in sustainability.

While these benchmarking tools have helped accelerate district sustainability efforts among energy systems, there are additional aspects of a sustainably functioning school district that are also necessary to track and monitor when assessing our environmental impact and costs: recycling and waste; food procurement and disposal; building design and construction material life-cycle; paper use; and transportation. The district has tracked and analyzed each of these aspects of sustainability in the 2017-2018 school year and plans to continue this in the future.

Much of the District's success in improving health and wellness of its students and employees can be attributed to programs, policies and practices that have reliably made progress in this arena over decades throughout the district. Programs like the Free and Reduced Meal Price Program and the Fresh Fruit and Veggie Program have eliminated barriers that some families face. These include healthy choices like cost and accessibility to fresh foods to ensure that healthy eating habits are a convenience. Other programs, like Pick A Better Snack, educate students on those healthy eating choices. Policies created by the District Wellness Committee, including the District Wellness Policy, aim to improve student and staff health and wellness by integrating education into daily life in different and creative ways. Practices such as Green Cleaning, Integrated Pest Management and use of Indoor Air Quality tools eliminate student exposure to harmful chemicals and particles and provide healthy learning environments. While these tried-and-true health and wellness initiatives of the district are necessary and important for continuing to provide Davenport pupils with a healthy K-12 experience, so too are new initiatives for providing students additional health and wellness benefits.

Newer programs include the Employee Wellness Program, a preventive approach to healthy living, and FoodCorps, offering educational after-school programming on healthy diets. Some additional newer practices, including Iowa Local Food Day, food waste reduction campaigns, cafeteria share tables, and food bank donation, focus on reducing the amount of waste that goes to local landfills, improving both student and community health and wellness.

Environmental and sustainability education has been integrated into more than just Davenport Community Schools' curriculum. Project-based learning and new outdoor learning environments have also allowed Davenport Community School District teachers to effectively train their students that these concepts can be integrated into ideas beyond the textbook explanation. Additionally, students have become engaged in environmental and sustainability learning outside the classroom in environmental clubs and events.

Project-based learning has developed over the years in high schools and middle schools among the Davenport Community School District schools. Some high schools offer the opportunity for students to self-develop a capstone project, while others have several classes in which sustainability-related projects have been integrated and are ongoing. One high school offers a college-credit course which explores a range of environmental issues through project-based learning. In all Davenport Community Intermediate Schools, science classes are required to participate in an environmental project during the spring term. Sixth graders work on a watershed project, seventh graders focus on a local environmental issue of their choice, and eighth graders are challenged with choosing a project centered around a global environmental issue.

Davenport Community Schools have also worked toward achieving more effective environmental and sustainability education by creating outdoor classrooms and gardens in which lessons can be demonstrated. Currently, there are ten outdoor classrooms, five school gardens, two greenhouses and several additional projects in which schools have gone above and beyond to create a hands-on learning experience for their students. One of these projects is called the Mid-City High School Urban Farm. This high school's Environmental Studies class runs the school farm during the school year, integrating engineering, plot planning, planting and harvest, critical thinking and collaboration learning along the way.

Awards Summary

Gas & Electric

- Association of School Business Officials International Facilities Masters Award
- EPA Green Lights School System Partner of the Year Award - 1997
- EPA Participation in the 2004 Pollution Prevention Awards - 2004
- EPA Energy Efficiency and Renewable or Alternative Energy Sources Award - 2004
- EPA Energy Conservation Regional Award - 2005
- Governor's Iowa Environmental Excellence Award - Special Recognition in Energy Efficiency/Renewable Energy - 2005
- EPA Energy Star Leader for 10 Point Improvement - 2006
- EPA Energy Star Leader for Superior Portfolio-Wide Energy Performance - 2006
- National Pinnacle of Excellence from the Association of School Business Officials International for energy conservation - 2006
- EPA Energy Star Partner of the Year In Energy Management - 2007

Recycling & Litter

- Iowa Recycling Awards: Best School Recycling Program - 2006

Building

- Best Development Award from 1000 Friends of Iowa for J.B. Young Opportunity Center Redevelopment Project. - 2018

School Pillar #1 – Reduced Environmental Impact and Costs

Utility Tracking and Benchmarking

The District began using Energy Star Portfolio Manager in 2000 to track utility consumption, as well as to track details about each school. This information has provided the district the opportunity to translate reductions into emissions savings, show energy trends for each school, and compare data nationally. This has also offered the District the opportunity to be nationally recognized for their efforts to save energy. The District is currently pursuing recertification of our facilities.

The District then began tracking utility consumption with the Iowa B3 benchmarking tool in 2010. This is a voluntary benchmarking tool that allows Davenport Community Schools to compare their consumption to that of other public school districts within the state of Iowa. **Davenport Community School District has the lowest gas and electric cost per square foot of over thirty-four Iowa Public Schools reporting utility data in B3 Benchmarking.**

We track almost 3.3 million square feet of buildings. When compared to another school district in Iowa closest in size to ours, we pay \$0.55 per SF LESS. If we paid their rate we would increase our annual cost an additional \$1,805,606. If we paid even the average cost per SF/yr. (\$.093) of the Iowa public schools currently using the energy tracking database, we would increase our annual costs by more than **\$1,083,364**.

Imagine how much money other schools could be putting towards teachers and textbooks for students by taking the same steps our district has.

That being said, imagine our increase in costs if we stopped our efforts or didn't consider energy efficiency when purchasing equipment or in our energy reduction efforts.

- <https://ia.b3benchmarking.com/Report?r=1>

Energy Efficiency Projects

- This past year we worked with our utility provider to complete several energy audits and energy efficiency measures such as LED lighting projects, occupancy and vacancy controls, roof insulation, retro commissioning, kitchen hood optimization and MidAmerican Energy's Express Building Tune-Ups.
 - Many schools have received LED fixture or light bulb replacements in the past several years in the Davenport Community School District. This past year we also incorporated occupancy sensors that controls, not only lights, but H.V.A.C. in classrooms at one of our high schools. This has helped reduce energy use and peak demand, reducing Davenport Schools overall footprint. In total, 14,246 LED fixtures have been installed in 2017.
 - <http://www.davenportschools.org/wp-content/uploads/2012/07/Building-Improvements-2017.pdf>
 - Thirty-five of the energy efficiency measures in the 2017/2018 school year were eligible for rebates through our utility provider. Rebates received totaled \$280,624.97. Our utility provider estimated our annual ongoing cost savings of over \$54,000 for just these 35 projects.
- We also upgraded our Building Automation Control Software and adjusted all building schedules to eliminate wasteful heating, cooling, and ventilation during unoccupied times. We also began scheduling

our summer programs logistically in order to conserve the most resources when cooling and ventilating our buildings. In addition, we negotiated a reduced price for natural gas. Between July 2017 and June 2018, the district's utility costs went down while colder weather increased consumption and we increased our building square footage.

Work Order Management Software Utilization

- We use SchoolDude to manage our facility work orders. This helps us address H.V.A.C. and plumbing issues quickly, returning buildings to their optimal performance with less waste. The preventive maintenance work order feature allows us to properly maintain our equipment to keep what we have working efficiently, with fewer breakdown costs, while extending the life of our equipment.

District Temperature Guidelines

- These guidelines put limits on heating and cooling and to help keep costs down.
 - <http://www.davenportschools.org/wp-content/uploads/2012/07/DCSD-Temperature-Guidelines-17.06.22.pdf>

Energy Management Plan

- Written and distributed in 2017, the Energy Management Plan lists eight primary objectives and explains several strategies for meeting these objectives.
 - <http://www.davenportschools.org/wp-content/uploads/2018/12/Energy-Management-Plan.pdf>

Sustainability Awards

Energy Awards, Acknowledgements and Memberships

- Davenport Community School District has been recognized throughout its past for addressing environmental sustainability and reducing its contribution to global climate change. One of the district's earliest awards dates back to 1997, when DCSD was awarded Green Lights School System Partner of the Year by the U.S. Environmental Protection Agency. Following this, facilities upgrades of nearly \$130 million over twelve years earned the district the Association of School Business Officials International Facilities Masters Award. In 2004, DCSD was acknowledged by EPA again for participating in the Pollution Prevention Awards and contributing to the prevention of pollution and reduction of waste. The same year, EPA awarded the district the Energy Efficiency and Renewable or Alternative Energy Sources Award. During 2005, Davenport Schools received EPA's Energy Conservation Regional Award. In 2006, EPA awarded DCSD for both its leadership in improving its average energy performance rating organization-wide, and reducing greenhouse gas emissions through superior energy management; granting it an Energy Star Leader for 10-Point Improvement, and for Superior Portfolio-Wide Energy Performance. In the same year, the District was also awarded the National Pinnacle of Excellence from the Association of School Business Officials International for energy conservation. In 2007, the district was pronounced an EPA Energy Star Partner of the Year again, this time in Energy Management and also awarded The Iowa Governor's Environmental Excellence Award for Energy Efficiency and use of renewable energy. Since 2014 Davenport Schools has held a membership with the Iowa Chapter of the

U.S. Green Building Council. We are currently working towards Energy Star recertification of our buildings.

Recycling Awards: Best School Recycling Program

- Davenport Community Schools was awarded by Iowa Recycling Awards the Best School Recycling Program in 2006. In an effort to reinvent the district's recycling program, the District initiated a plan to create a renewed environmental spirit with a recycling team consisting of teachers and administrators, City Carton Recycling, and the Waste Commission of Scott County, the district purchased 624 recycling bins and a vertical baler for tin cans.
 - https://qctimes.com/news/local/davenport-schools-lauded-for-recycling-program/article_caab2054-a88f-5fe2-9d65-2c7f415273e2.html

Recycling Tracking

- Davenport Schools has offered recycling for a varying degree of items in all school buildings since 1998. Tracking district-wide recycling showed that participating schools increased their recycling by 104% between the 2016-2017 school year and 2017-2018 school year.

Sustainable Purchasing & Procurement Practices

Food Systems

- In the past three years, the district has reduced the amount of styrofoam purchased and used in cafeterias. Prior to 2014, the district primarily used trays made of styrofoam. Now, use of the styrofoam trays is reserved for certain and specific instances, limiting future procurement of these materials. We saved \$3,382.50 in the 2017-2018 school year from reducing the use of styrofoam trays, and \$2,108.34 from reducing the use of paper trays. In total, we have saved over \$8,000 by reducing use of these materials.

Cafeteria Share Tables

- With the goal of reducing food waste, we began offering food share tables in September 2017. During cafeteria breakfasts and lunches at all of our schools, students are encouraged to place unopened, pre-wrapped items which they do not open or eat on a designated share-table located in their cafeteria. Other students are then welcome to take those items for themselves. This practice has been supported by a district policy; however, the driving efforts of share tables have occurred through student education. Posters telling students what they can and can't place on the share tables are located on each table in each cafeteria district-wide.

Local Food Donations

- As a district, we have donated around 3,630 pounds of food to the following food banks: Cafe on Vine, JB Young Food Bank, and Riverbend Food Bank.

Reducing Food Wastage Campaign

- Campaigns for reducing food waste are abundant in schools across the District. Students are encouraged by teachers, food service staff members, and cafeteria posters reminding students not to take what they don't

need, and stating things like "Don't Feed the Garbage". While the amount of waste this has diverted from the landfills is unknown, this is a conscious effort to reduce the district's footprint and to teach students important behavioral practices worth continuing.

Paper and Paper Products Reduction

1:1 Technology Initiative

- In 2015, the district began offering every student a Chromebook or tablet for use during their learning career. This equates to over 25,000 devices being used across the district. The district has reduced the amount of paper purchased and used and will continue to do so for years to come.
 - <http://www.davenportschools.org/about-us/profile-of-our-district/>

Classroom Learning Technology Initiative

- Over ten years ago, all elementary classrooms had acquired and were utilizing interactive whiteboards, projectors, or Smartboards. Many intermediate and high schools also utilize these technologies as well. Today, these technologies continue to help reduce paper use in the District.
 - <http://www.davenportschools.org/about-us/profile-of-our-district/>

Virtual Backpack Communications

- By utilizing the online platform Virtual Backpack, teachers communicate with students and parents without distributing paper flyers detailing necessary information. This has saved a large amount of paper, and will continue to do so into the future.

Transportation

CitiBus Partnership

- The DCSD offers students free CitiBus services on all City of Davenport transit routes every day of the week. This has helped families, habituated students to using public transit, and reduced travel emissions.
 - <http://www.davenportschools.org/our-schools/transportation-services/?highlight=citibus#citibus>

Pool Vehicle Program

- Davenport Schools started the Pool Vehicle Program with a goal to provide safe and efficient vehicles for employee and student travel. Through this program, employees may choose to reserve a vehicle from the district's fleet (car, van, or SUV) free of charge. This program is widely utilized and significantly reduces the amount of single-occupancy vehicles on Iowa roads. To date, these vehicles have been driven a total of 731,336 miles.
 - <http://www.davenportschools.org/our-departments/operations/pool-vehicles/>

Bus Route Changes

- By rerouting District bus routes, we were able to reduce the number of miles buses traveled in the 2017-2018 school year by 333,122 miles. This is approximately equivalent to decreasing carbon dioxide emissions by 706.5 metric tons, or taking 150 cars off the road for a year. This improved efficiency in District transportation occurred simultaneously with an increase in use of wheelchair-accessible buses.
- The Davenport Community School District has put effort into offering a variety of alternative transportation methods to its students. Bicycle racks have also been installed at our schools to encourage students and teachers to participate in the most sustainable form of transportation there is.

In April 2017 the School Board directed that we turn our facilities capital improvement effort towards energy efficiencies and has budgeted accordingly now and for many years to come.

Long Range Facilities Plan, Chapter 8: Sustainability, Energy Efficiency & Life Cycle Costs

- Developed in 2015, Davenport Community Schools' Long Range Facilities Plan includes a chapter on Sustainability, Energy Efficiency and Life Cycle Costs, detailing plans and recommendations for: energy efficiency upgrades and investments; new construction standards, including consideration for renewable energy installations; continued collaboration with the City of Davenport Public Works on stormwater management; as well as future projects and efforts that will help enhance district-wide environmental sustainability. Recognizing the value of stormwater management and water quality conservation education that Davenport students are receiving, the City of Davenport Public Works Department has also waived thousands of dollars of the district's storm water fees.
 - <http://www.davenportschools.org/wp-content/uploads/2012/07/8-Sustainability-Energy-Efficiency-and-Life-Cycle-Costs-LRFP-Full-Report-072915.pdf>

School Board Policies

- **307.04: Energy Use**
 - <http://www.davenportschools.org/school-board/school-board-policies-district-administrative-regulations/307-other-items/#four>
- **307.04A: Utilities**
 - <http://www.davenportschools.org/administrative-regulation-307-04a/>
- **305.21: Recycling**
 - <http://www.davenportschools.org/school-board/school-board-policies-district-administrative-regulations/305-auxiliary-services/#twentyone>

Geothermal/Solar

- Currently, fourteen of our schools have geothermal systems. As mechanical systems are replaced, we have installed both closed and open loop systems.
- We are currently reviewing solar proposals for several of our schools.

Construction and Waste Management

- The majority of construction project building materials are sourced from within the state of Iowa. By sourcing products regionally, less transport and therefore emissions are required.

- <http://www.davenportschools.org/wp-content/uploads/2012/07/Building-Improvements-2017.pdf>
- During demolition projects, the District’s construction team repurposes items where and when possible. Other useable items, such as old doors, windows, light fixtures, etc. are taken to the local Habitat for Humanity’s Restore Center. Any materials that can be recycled are transported to the proper recycling facility. All cardboard, metals, concrete, appliances; and some insulation, drywall, and ceiling tiles are also recycled. Paint and other hazardous wastes, such as cleaning fluids are handled by Waste Commission of Scott County Facilities. Materials are sorted into Department of Transportation Hazard classes and shipped to Pollution Control Industries in East Chicago, Indiana.
- Solid Waste is taken to the Scott Area Landfill. Here garbage decomposes and the methane produced is used to fire limestone drying kilns at Linwood Mining. Approximately 4.5 million pounds of waste brought to the landfill annually is diverted and recycled.

Repurpose Buildings

- Previously an Intermediate School, the JB Young Opportunity Center was renovated in 2018 with energy efficiency upgrades and repurposed to provide a collaborative learning space for community organizations. After assessing community needs and searching for matching proposals, the District chose nine organizations to share the building with District staff. Some of these organizations include: ProStart Culinary Arts; Davenport Community Food Pantry; and Active, Community-Conscious Teachers Committee.
 - <http://www.davenportschools.org/family-and-student-resources/j-b-young-opportunity-center/>
- 1000 Friends of Iowa recently announced the JB Young Opportunity Center as the winner of its 2018 Best Development Award for the Renovated Civic - Large Community category. They loved the re-use of a building and the current variety of uses as a way to enhance the quality of life of local residents.

Ecologically Beneficial Uses of Grounds

- **Native Vegetation Gardens & Reduced Runoff**
 - North High has two native vegetation gardens on the south side of the school building, which were constructed with the purpose of reducing flooding. Young Opportunity Center grounds host native vegetation in large areas around the building and between parking areas, reducing runoff. These areas are also properly grated for optimal water flow during heavy rain events.
- **Partnership with City of Davenport Public Works on Watershed Management**
 - A few Davenport Schools teachers have developed curriculum, which conforms to State of Iowa Department of Education Science standards, focused on water management. This curriculum is used in several science classes throughout the district- from elementary schools to high schools. Recognizing the value of storm water management and water quality conservation education that Davenport students are receiving, the City of Davenport Public Works Department has waived thousands of dollars of the district’s storm water fees.

School Pillar #2 – Improve the Health and Wellness of Students and Staff

Davenport Schools implements a school-based mental health model, designed to remove barriers to mental health services for students grades K-12 at their school of origin. At the elementary level, outreach about these services is

done through classroom teachers, school counselors, and building principals. Students who experience traumatic situations are provided mental health referrals when indicated. At the intermediate and high school levels, school counselors, social workers, and other intervention staff may discuss the options of mental health services available in the building and community, and then seek out parental agreement if the student is interested in services.

Through face-to-face contact, as well as phone calls and email, our district's Learning Supports Specialist for PreK-12 and our Project AWARE Mental Health Manager coordinate with several community organizations to make referrals, provide consultations, and/or discuss collaborative efforts to meet the needs of students and families served. Some of these organizations include: Scott County Kids, Family Resources, Inc., Vera French Community Mental Health, Lutheran Services for Children and Families, Genesis, Trinity-Unity Point, Robert Young Mental Health Agency, as well as local pediatricians and psychologists, and independent LLC therapists. These DCSD mental health staff work with students' schools, the connecting community organizations, and students' families to ensure barriers are addressed and students' needs are met.

DCSD also offers School Counselors at all grade levels. We also provide a Family Involvement Liaison at each of our high poverty schools to work with families and help parents with challenges involved in their children's education. Counselors, speech and occupational therapy services are provided at each school by resident staff of the Area Education Agency. In addition to the District supports, we have a partnership with the Vera French Community Mental Health Center for professional mental health services in our schools.

The Vera French School-Based Therapy Program provides accessibility to mental health services by offering therapy to children in their school setting. Master's level therapists work in elementary and high schools throughout Scott County. The therapists collaborate with parents and educators to enhance functioning of children in their primary settings: home and school. Services include:

- Individual Therapy
- Family Therapy
- Parent Child Interaction Therapy
- Consultation and education to teachers and other school personnel
- Group Therapy
- Collaboration with other agencies and services provided in the community

Referral information can be obtained from the school principals, nurses, guidance counselors, teachers, or the School-Based Therapist at each school.

The Vera French Community Mental Health Center Outpatient Program provides therapeutic and psychiatric services to thousands of patients each year. The Outpatient Program is staffed by highly trained mental health professionals including:

- Psychiatrists
- Psychologists
- ARNPs
- Nurse Practitioners
- RN/MA
- Licensed Independent Social Workers
- Licensed Mental Health Counselors

The Child and Adolescent Program serves children two to eighteen years old. This program includes:

- Psychiatric Assessments/Evaluation

- Mental Health Evaluations
- Treatment Planning
- Solution Focused Intervention
- Play Therapy
- Parent-Child Interaction Therapy (PCIT)
- Medication Management
- Work with the entire family
- Transportation by referral

The commercial kitchen at JBYOC is available to the community for cooking classes. The Davenport Community Food Pantry plans to offer healthy diet classes and workshops on preparing fresh foods, using those organically grown in the many school gardens. Here, students are able to volunteer, where they are given the opportunity to gain service learning experience; and learn about food safety and sanitation, customer service, food preparation, menu planning, and barista practice. These hours may count towards the 400 hours required in the food service industry, which may give students an advantage before graduation.

The addition of an outdoor classroom as a formal learning space on every campus is required as a standard Educational Specification in our Long Range Facilities Plan. The importance of increasing student interaction with nature in the outdoors is well understood and supported by extensive research. We use biophilic design approaches in all our major improvement projects. The Urban Farm at Mid-City High School is another example of how we are providing urban students with the opportunity to have exposure to nature. The crops grown and processed by the students at Mid-City H.S. are distributed at local food banks providing fresh fruits and vegetables to those in need. Most of our campuses have vegetable gardens or greenhouses and actively plant, tend, and harvest fruits and vegetables that are used in cooking classes and donated to food banks.

School safety is one of our highest priorities. Striving for greater efficiency, security and accountability, we employ a Visitor Management system called Raptor. This technology-based approach to managing visitor check in/check out procedures with built-in tools to further ensure student and staff safety has taken our schools' security a step further from previous years when manual visitor badges were used. Visitors must provide a government issued ID to enter any school building. If a visitor does not have this type of ID, an alternate form must be verified and approved. Raptor also enables schools to: issue visitors a *photo* badge, including date and time, as well as their destination within the school; monitor visitor hours; scan visitors' driver's licenses to compare against registered sexual offender databases; alert campus administrators and appropriate authorities if a match or special alert is activated; and deny unwanted visitors access to the school building.

During the implementation phase of the A.L.I.C.E. Program at DCSD schools in 2013, the district offered four public meetings to share information about the program and answer questions from parents and community members. Age-appropriate training for all district students began February 2014, and has continued with twice yearly drills since this time. Students also receive related information in their classroom from their teacher.

To prevent bullying, DCSD implements the [Olweus Bully Prevention Program](#) K-12 throughout our District, as we believe it is the most researched and best-known bullying prevention program available. It is proven to reduce bullying by up to 70% when implemented with fidelity. The *Olweus Bullying Prevention Program* is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include:

- Reducing existing bullying problems among students
- Preventing new bullying problems

- Achieving better peer relations at school

Working at the school-wide, classroom, individual, and community levels, DCSD educates adults and students about what bullying is, how to prevent bullying, and how to best intervene in a bullying situation.

District Student Wellness Policy

- The Davenport Community School District has been committed to providing a comprehensive learning environment for developing and practicing lifelong wellness practice behaviors since 2004. As recently as March 2017, the district's goals for meeting Iowa Department of Education requirements were updated. In order to "positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity", as district policy states, the Wellness Committee committed to achieving the following three goals between 2017 and 2019. First, the district provides students with nutrition education that supports their health, is integrated into every subject area, encourages healthy food choices and preparation, emphasizes that food must be balanced with energy expenditure, and includes fun learning activities. The district works to increase physical activity by providing students with age appropriate activities, and engagement in these for the majority of Physical Education classes. The district commits to teach necessary skills that promote lifelong fitness through encouraging students to meet a goal of sixty minutes of physical activity each day, examining fitness through individualized assessments, and reporting on each student's success. The district also provides education to parents and other outside entities, provide food and beverage choices for students which follow federal standards, ensure that caloric consumption is not used as reward, limit unhealthy snacking, and continue to improve student access to water.
 - Wellness Policy: <http://www.davenportschools.org/wp-content/uploads/2018/06/Wellness-Policy-.pdf>
 - Wellness Committee 2017 Presentation: https://docs.google.com/presentation/d/1yJiO6Xry1zYpyx_5DDWVKIFLUczGiN7jzxxH_yjZ1Vg/edit#slide=id.

Employee Wellness Program

- The District Employee Wellness Program, through a partnership with Be Better Health, provides an opportunity for staff to engage in healthy lifestyle practices while earning rewards points towards monetary incentives up to \$400. The five goals of the program are: 1) reduce long-range healthcare costs; 2) increase employee engagement, culture, and climate; 3) lower absentee rates and occurrences; 4) support physical and emotional health/well-being of staff; and 5) to build a premier wellness program to attract top talent. In addition to these identified targets, the District aims to model health behavior by its employees to its students and families. By incorporating members from all employee groups and levels of responsibility the program is geared annually to the needs and desires of those it serves. The District has seen significant growth of employee participation.

Free and Reduced Meal Price Program

- The Free and Reduced Meal Price Program has been offered to students since the 1950s. Within the last year, the number of schools who qualified for this program has more than doubled - increasing this number from eight to nineteen. Every student enrolled may receive a healthy breakfast and lunch at no charge each day.
 - <http://www.davenportschools.org/our-departments/fns/#farm>

Fresh Fruit and Veggie Program

- Since 2008, Davenport Community School District has provided qualifying schools the Fresh Fruit & Veggie Program with regionally sourced produce. In the 2017-2018 school year, twelve schools qualified and received fresh fruits and veggies. Each student is offered one fresh fruit or veggie each day. Students are also being introduced to the products of the Midwest's fertile soil that supports an abundance of agriculture, and being encouraged to support their regional farmers. In total, 90,514 pounds of fresh fruits and vegetables were delivered to these schools.
 - http://www.davenportschools.org/our-departments/fns/#school_menus
- All schools participate in the National School Breakfast and Lunch Programs and therefore all meals served meet the USDA guidelines for nutritional needs, which includes but is not limited to offering whole grains, reduced sodium and fat food items. Every day students are offered at least 2 fruit and 2 vegetable options. Fresh produce is offered daily which is not a USDA guideline.
- Davenport School applies for the Fresh Fruit and Vegetable Grant annually. At eligible schools students have an opportunity to try a fresh fruit or vegetable during the school day that is not part of their breakfast or lunch. This program provides them the opportunity to sample some not-so-common fruits and vegetables. In the past students have been able to try rutabaga, turnips, jicama, watermelon radish, parsnip, colored cauliflower, rainbow carrots, black grapes and grapefruit. Educational menus are handed out to teachers to provide nutritional education to students when the fruit or vegetable is passed out in the classroom.
- Food and Nutrition staff members go above and beyond their work in the cafeterias at Davenport Schools. Last year members of the School Nutrition Association held a food drive to provide full meal baskets for several families in need throughout the district. They have also been involved with or assisted at the JB Young Food pantry or the River Bend Food Bank. We hope this stemmed from the Food and Nutrition Services departments commitment to avoid food waste by donating leftover items at the end of the school year or before holiday breaks to the local food pantry or soup kitchen.

Pick A Better Snack

- Pick A Better Snack has a mission to improve student health and wellness through healthy eating choices, and an unspoken goal of reducing childhood obesity. This program aims to achieve its mission through educational programming in the classroom, such as introducing kids to healthy food options. This program is hosted in ten elementary schools.
- In 2017, Pick a Better Snack reached 2,184 students. Each student has received 4.5 hours of education each year. Pick A Better Snack also communicates with families through a monthly newsletter. Families are able to get involved with programs like Born Learning (a Kindergarten-preparatory program for guardians and young children), as well as Family Night events.
 - Pick A Better Snack has helped Garfield Elementary maintain a garden on-site since Spring 2014. A Garden Club was started, and family involvement has since been welcomed.
 - <http://www.davenportschools.org/2015/05/27/garfield-students-plant-garden/?highlight=pick%20a%20better%20snack>
 - During the summer of 2017, Pick A Better Snack worked among the school district to host Summer Feeding Programs at several school sites. Staff held student taste tests of healthy fruits and vegetables, taught cooking classes, and helped start and maintain gardens.
 - Over 100 Attend Buchanan's Math and Reading Tailgate Night:



- <http://www.davenportschools.org/2018/02/14/over-100-attend-buchanans-math-and-reading-tailgate-night/?highlight=pick%20a%20better%20snack>
- Washington Families Celebrate Reading with Literacy Night:
 - <http://www.davenportschools.org/2018/03/14/washington-families-celebrate-reading-with-literacy-night/?highlight=pick%20a%20better%20snack>

Iowa Local Food Day

- Beginning during the 2016-2017 school year, Davenport Community Schools sourced school breakfasts and lunches from local Iowa farmers. Although the Iowa Local Food Day only comes around once a year, it is certainly a conscious effort to connect students with their food and with their community, rather than a money-saving decision: Bringing sweet corn and apple cakes to Davenport Community Schools cafeterias typically costs the district \$4,000 more than any other day. While the district might not be able to provide local food every day, they have made some procurement decisions that support the Iowa economy. All of the milk served by DCSD came from a cow somewhere in Iowa. Through this one choice, the district has committed to supporting their local economy and increasing emissions savings just a little bit more.

FoodCorps Service Member

- One FoodCorps (a program of AmeriCorps) Service Member serves in two elementary schools in the district - Garfield and Hayes. This member works to improve student health and wellness by offering educational programming that introduces and encourages healthy food choices. This programming is offered primarily through the schools' Garden Clubs. With a garden-based, hands-on approach, some lessons address sustainable growing practices for raising produce from seed to harvest. Other lessons lead students through preparing a healthy and delicious dish to enjoy afterwards. Another program this member organizes and leads throughout each school year is healthy taste testing. Taste tests offer students the opportunity to try new healthy food items and dishes in their own school's cafeteria. Other programming this member manages and teaches includes local food identification.
- Page six of this report details the district FoodCorps Service Member's work: <https://www.extension.iastate.edu/localfoods/wp-content/uploads/2018/02/Feb2018RFSWGPsters.pdf>

Healthy Learning Environments: Green Cleaning

- The state of Iowa House File 823 requires Iowa schools to use green cleaning products. Davenport Community Schools have abided by this stringent state standard since 2010. By doing so, we have reduced student and staff exposure to toxic chemicals, as well as protected groundwater systems.
 - <https://das.iowa.gov/procurement/agencies/green-buyer/green-clean-iowa-schools>

Healthy Learning Environments: Integrated Pest Management

- The District has implemented Integrated Pest Management (IPM) procedures to control structural and landscape pests, and minimize exposure of children and staff to pesticides.
 - <http://www.davenportschools.org/our-departments/operations/facilities-management/?highlight=pest%20management>

Indoor Air Quality Objective

- Good indoor air quality contributes to a favorable learning environment for their students, productivity for their teachers and staff, and a sense of comfort, health, and well-being for all their schools' occupants. DCSD manages indoor air quality concerns through the use of the EPA's "Indoor Air Quality Tools for Schools" program.
 - http://www.davenportschools.org/our-departments/operations/health-safety-environment/#indoor_air_quality

School Pillar #3 – Effective Environmental and Sustainability Education

Housed within our very own community, the [Advanced Technology Environmental Education Center \(ATEEC\)](#), a partner of the National Partnership for Environmental Technology Education (PETE), started the Environmental Activities and Resources for Teacher enHancement Project (EARTH Project) to “improve science education of third through eighth grade students in the Davenport Community School District (DCSD)”¹. Through this effort and many others, this organization, with their mission “to advance water, environmental, and energy technology education through curriculum, professional, and program development”, has provided DCSD with a wonderful resource for interdisciplinary learning at all grade levels. Currently, twice weekly classes of a variety of topics within these subjects are taught to DCSD students by [Community Action of Eastern Iowa's Energy Efficiency volunteers](#) and ATEEC staff.

DCSD has begun building a platform for teachers to use district energy data in the classroom. The goal would be to analyze the data and develop recommendations for cutting energy, or identifying buildings that are doing well with energy use and finding ways to share their strategies with other buildings. We also provide student access to our Building Automation System (BAS) for real-time data for our heating, ventilation and air conditioning systems.

City of Davenport Public Works Department staff and DCSD Curriculum Department staff have worked together to develop science curriculum, which conforms to state of Iowa Department of Education Science Standards, specific to the Davenport community for use in several classes among the district. Through place-based, experiential education, students utilize their own community as their lab, to help them learn about water quality and storm water management practices.

One high school science teacher also coordinates with City Public Works staff to perform annual prescribed burns around a retention pond and butterfly gardens. This helps maintain ecological diversity and health on school grounds, which supports the city *and* state's needs to improve water quality.

Several teachers have hosted such environmental organizations as One Mississippi, Sierra Club, American Rivers, [Our Northwest](#), Livings Lands and Waters, [the Iowa Chapter of Food and Water Watch](#), and Fish and Wildlife Service to speak to large groups of students about land and water conservation, recycling, GMOs, as well as environmental career options and opportunities. These organizations have also provided film for schools to hold environmental film screenings; hosted students to participate in river cleanups and facility tours; and organized groups to plant trees at nearby parks.

Every second grader visits the Wapsi River Environmental Education Center; every 6th grader is involved with the Mississippi River Watershed Trip; every 6th, 7th, and 8th grade student does an environmental project each year as part of the science curriculum. Focus for Grade 6 is the Mississippi River Watershed (to coordinate with their place-based learning experience), focus for Grade 7 is local environmental issues, and the focus for Grade 8 is global environmental issues. For each grade level, the goal is to have students figure out an action that can be done around an environmental

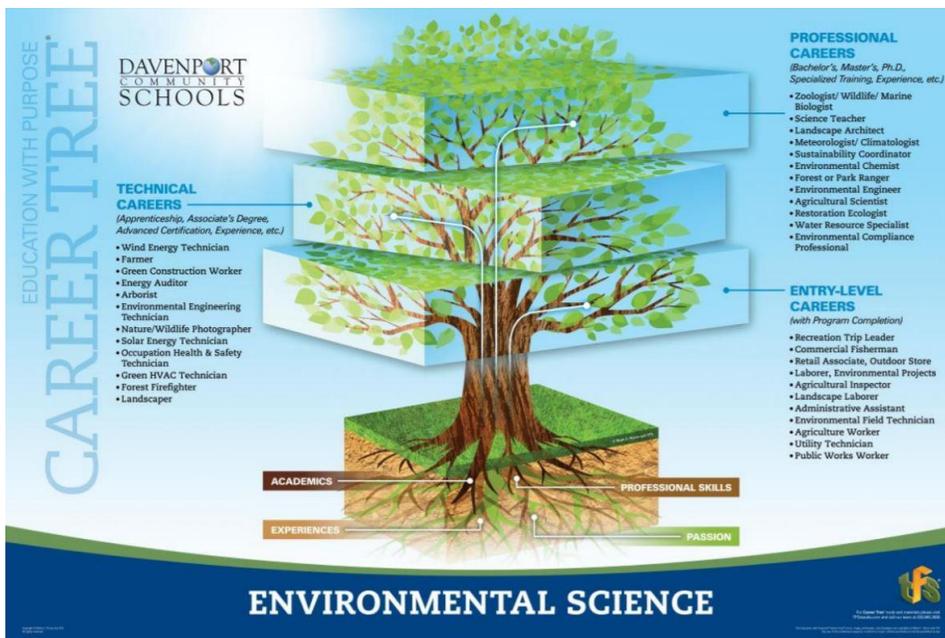
issue within their grade level focus. The over-arching theme for projects is ‘What is the power of one person?’

DCSD has also partnered with the University of Northern Iowa Green Iowa AmeriCorps’ Sustainable Schools Program to host two full-time “Sustainability Coordinator” volunteers, as well as to offer high school students summer positions and scholarship opportunities working on sustainability-related projects. <https://ceee.uni.edu/green-iowa-ameri-corps>

https://drive.google.com/file/d/1BNJJdW7WZydtSMe9v_xeMeiyzsNdC8E1/view

One Sustainability Coordinator volunteer position has been situated within the Curriculum Department of the district, and has been focused on integration of climate change teachings and sustainability student projects into the classroom. During this time, this volunteer created an “Energy Use Sustainability Learning Lab” to assist teachers in identifying ways that district energy data could be utilized in the classroom. Additionally, this person started a Paper Awareness Campaign including a video with actionable changes teachers can make, and a voluntary pledge teachers can sign to commit to reducing their paper use. As a member of the district’s Sustainability Council and co-chair of the Paper and Paper Products Subcommittee, this volunteer created a report of current printing practices which detailed best practices for reducing paper use, as well as recommendations for the future. <https://drive.google.com/file/d/1uAz62-QfixqeKbuFKIcJPWEgiUtElagJ/view>

Our AmeriCorps volunteer in Curriculum also put together a career tree of potential environmental and sustainability-related careers that students may be interested in, given different levels of education they meet or may meet in the future. This will be shared with students taking the Environmental Science course offered at the high school level.



West High School INSPIRE Capstones

The INSPIRE program provides students an opportunity to take coursework toward career pathways in healthcare, engineering, finance/accounting, advanced manufacturing and computer science. The program includes a senior capstone that brings INSPIRE students together to complete a major task.

- **Kenya Water Project** is a partnership between West High School and the Muamba village in Kenya to create water filtration systems with regional materials. The collaborative STEM project gives students an opportunity

to work on a real-world environmental problem that requires a sustainable solution. It has been awarded the \$10,000 Lemelson- MIT Program Grant two years in a row.

- https://qctimes.com/news/west-high-school-students-working-on-clean-water-solutions-for/article_5f7ba045-b3ad-5c08-892b-fa565246374f.html
- **Net Zero Home Solar Installation Project** is a partnership between teacher Jack Achs and West High School's engineering and architecture students to transform Achs' home from an energy-efficient home to a net-zero home by using solar panels. The project objective is to determine the number of solar panels, the placement of panels, and what types of panels.
 - <https://wqad.com/2018/10/16/davenport-west-students-get-real-life-engineering-and-architecture-lesson/>
- **Energy-Efficient Home Designs for Habitat for Humanity** is a Project Lead the Way curriculum used yearly for architecture students that challenges them to design an energy-efficient affordable home for Habitat for Humanity that incorporates green and sustainable design features.

Outdoor Classrooms and Gardens

- **Hayes Elementary (Outdoor Classroom & School Garden)** The outdoor classroom is available to all teachers and is used for Environmental Day activities when students plant the raised garden beds in the spring. A district FoodCorps member assists with the garden including making healthy classroom snacks.
- **Wood Intermediate School (Outdoor Classroom)** The outdoor classroom and garden is used as an alternative classroom space that features an outdoor white board. Classes adopt portions of the "room" to maintain such as planting and pulling weeds. As well, it is used for students who need community service hours.
- **Wilson Elementary (Outdoor Classroom)** The outdoor classroom features a pond that students of varying age learn about ecosystem management, and classes of all grade levels use the space when the weather is acceptable. The PTO helps maintain it.
- **Buffalo Elementary (School Garden)** See more information below.
- **Garfield Elementary (School Garden)** The school garden is used for student lessons about the lifecycle and nutritional value of plants. They can learn about portion control, healthy choices, and how to prepare different food. They get to have hands on experiences in growing a garden and making meals from the food they grow. Also, those vegetables and fruits are available to the students to eat, which increases the amount of healthy choices that they are exposed to.
- **Mid City High School (Urban Farm)** The Environmental Studies class at Mid City High School focuses on the NGSS Engineering Standards and provides students opportunities for active engagement in hands-on, authentic learning through working on the Mid City Urban farm. From planning to planting to harvest to plate, students are involved in every aspect of running the farm. During the summer a few students are hired to work on the farm giving them their first real experience with holding down a paying job. These students learn valuable job skills which they will carry with them into their future, and the day to day operations of the farm allow them to hone their critical thinking and collaborative skills.
 - https://qconline.com/radish/recreation-and-outdoors/environment/plant-harvest-learn-davenport-high-school-cultivates-urban-farm-project/article_70f715ed-54c7-5dad-a7e9-bbec76619ff9.html
- **McKinley Elementary (School garden)** Farm to School curriculum was written by IA extension office for Kindergarten and Third Grade. All students participate in planting and harvesting the garden. 5th grade students get the opportunity to make food from the garden with local volunteer chefs and all students get to taste test the finished culinary dishes.

Middle School Environmental Project-Based Learning

All middle school science classes participate in an environmental project during the last term (3600 students overall (1200 per grade level))

- **6th Grade** - Through a partnership with the City of Davenport’s Public Works department, all 6th grade students complete a watershed project that includes a field trip to learn about the local watershed, flooding, weather with NOAA staff, and water testing that includes tours of the wastewater treatment facility, green infrastructure such as rain gardens and permeable sidewalks.
- **7th Grade** - All 7th grade students take on an environmental project on a local issue of their choice that requires students to take action (not just writing a report) to reflect on “what is the power of one person?”
- **8th Grade** - All 8th grade students take on a global environmental project of their choice that requires students to take action (not just writing a report) to reflect on “what is the power of one person?” Projects have included the disappearance of the bees and plastic in the ocean.

North High School Environmental Science

This college-credit class covers a range of environmental problems through project-based learning and a community projects like floating wetlands, rain gardens, etc. to improve the Iowa watershed. In this course, common environmental problems are surveyed, with discussion as to their possible causes, consequences, and remedies. An emphasis is placed on objective analyses of issues and arguments related to environmental concerns through project-based learning. Course goals include developing a solution to a local environmental problem while gaining an understanding in: 1) Water quality and water pollution 2) Ecology and ecosystems 3) Population dynamics 4) Agricultural practices and feeding the growing population 5) Land and mineral use 6) Other pollution sources: air, hazardous waste, and toxicology and 7) Sustainable practices. Upon completion, students receive 4 hours of college credit.

Buffalo Elementary Garden & FarmBot Project (2017-18)

The creation of the FarmBot was a collaborative STEM project developed with West HS technology students (robot creation), Mid-City HS building trades students (garden beds construction) and Buffalo Elementary students. The FarmBot is used in the Buffalo Elementary school garden to plant seeds, measure soil moisture content, and water crops. Buffalo Elementary is a STEAM campus and curriculum for the Farmbot is incorporated into many levels of learning with focus on 4th and 5th grade.

- **FarmBot:** Collaborative garden project with a robot, 3 Davenport schools
 - https://qctimes.com/news/local/education/farmbot-collaborative-garden-project-with-a-robot-davenport-schools/article_b73cb253-04e8-5bae-9582-0da75a748354.html

Science Teacher Trip to Colorado

Central Science teachers, Joni Nelson and Alene Vandermyde, attended a workshop in Keystone, Colorado, at the Keystone Science School. While at the workshop, these dedicated teachers learned how to teach about water resources and water allocation, while working through many hands-on activities and lessons. They learned using data and information about the Colorado River. They now plan to bring a project like this back to their students at Central using the Mississippi River.



Education & Curriculum

- Project & Award - Kenya Water Project - Partnership between West High School and Muamba village in Kenya to create water filtration systems with regional materials.- 2018

Sustainability Leadership

- Central High teachers - Gail Heninger, Joni Nelson and Shifra Gassner - Education Eddy Awards from River Action for work with the Environmental Club and involvement in the Upper Mississippi River Conference and Student Summit. - 2017
- Central High teacher Jenee Cross - Afterschool Champions Award from the Iowa Afterschool Alliance for work with the River Bend Food Bank Program to create the Community Cafe program to teach students how to be proactive members of their environment and tackle community hungers issues.