



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

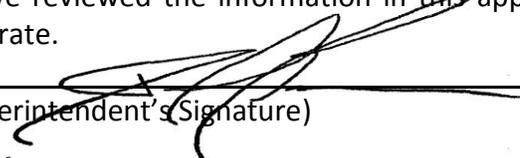
District Name: Sioux City Community School District
(As it should appear on an award)

Address: 627 4th Street

Telephone: 712-279-6667 Fax: 712-279-6879

Web site/URL: www.siouxcityschools.org E-mail: gausmap@live.siouxcityschools.com

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



(Superintendent's Signature)

Date: February 13, 2019



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 read "Thomas Cooley".

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.



**Sioux City Community School District
Sioux City, Iowa**

Narrative Summary

The Sioux City Community Schools has engaged in an energy management program utilizing best conservation practices, human behavioral change with a culture of sustainability, and the latest, cutting-edge green technologies. Since September 2012, the Sioux City Schools has established itself as a leader in energy conservation in the state of Iowa. During the last 6 years, the District has saved \$3.75 million which would have otherwise gone to energy waste, 28.3% of an expected energy spend of \$13.21 million according to Energy CAP[®].

Staff and students' efforts for responsible energy usage—along with the School Board's investment in the most efficient of technologies—have saved 192,076 MMBTUs of energy. This impact is the same as 788,268 tree seedlings grown for 10 years. The Sioux City Schools has therefore saved 30,742 metric tons of CO₂, the same amount of emissions from 33.63 million tons of coal burned (US EPA Greenhouse Equivalencies Calculator). These savings have been accomplished not only through human and organizational behavioral change such as smart energy management controls under the guidance of building engineers but also through utilizing the most efficient technologies. From 2013 to 2015, the District invested nearly \$2.5 million at low interest from Iowa Energy Bank dollars retrofitting windows, emplacing insulation, adding pool covers to high school pools, frequency drives to motors, and retrofitting lighting with more efficient, lower wattage lighting.

The District since 2012 has engaged in a wholesale cultural and behavioral management program that has reduced the annual electrical consumption from approximately 19 to 14 million kWh annually. Likewise, June to July of 2011, the District would expend 3 million kWh whereas in June to July of 2017, the District expended 1.5 million kWh. This reduction over and above the newer technologies is a result of a three-fold approach: co-locating programs to the most efficient usage during otherwise unoccupied periods (the summer months), smarter management of building automation systems, and responsible usage of energy only "when in use." The District monitors humidity, CO₂ levels, and thermal comfort in such a way as to save energy responsibly in accordance with US EPA recommendations and guidance. To save natural gas, the District has built 5 new geothermal elementary buildings with one more currently under construction. These buildings utilize ground source for heating and cooling with a cost of \$0.43-\$0.55 / sq ft. annually. To save water, the District has engaged in water conservation in a purposeful way managing its irrigation with the vast majority of all practice fields watered naturally by irrigation wells. Sensors are used in more than 90% of the District's handwashing stations to conserve water. The District also has 6 propane-fueled busses which are cost-efficient and has a positive environmental impact.

The District is thoroughly committed to preserving the environment by mitigating waste. Throughout the District, Elkay H₂O bottle-filling fountain stations save hundreds of thousands of otherwise-disposed-of plastic bottles. In 2012, the District began saving \$95,500 annually for 7 semi-loads of cardboard trays and instead initiated the use of hard plastic reusable and washed trays.

The Sioux City Schools has improved staff and student health consistently. More than 1,000 staff engaged in free biometric screening and wellness programs offered by the District and incentivized by the health insurance company UHC. Nearly 500 staff members took advantage of a weight loss program shedding more than 1,340 pounds. From workplace safety education and flu shots to smoking cessation, hospitalization and time loss has decreased over the last 5 years. For students, a robust physical education and sports program has now been supplemented by walking school bus program and grant-funded fun equipment such as climbing walls and innovative exercise equipment.



Students are now offered healthy alternatives such as salad bar options while three elementary buildings offer community gardens with which once harvested is used for students to taste the "fruit" of their labors.

Teachers and staff consistently teach the value of conservation. West High students are engaged in a Future Ready course where they analyze the energy efficiency of their own school building as well as businesses in our community with a cost-payback analysis in energy saved. The North High School Prairie Project is a short-grass prairie is an excellent example of sustainability as it requires zero maintenance while students benefit from its aesthetics, biodiversity and economic study. Several elementary teachers in the District provide aerospace lessons using NASA education, teaching the mechanics of gravity and creating their own theories. Additionally, district-wide, 4th grade students engage in Kid Wind, learning about the importance of wind energy as they research, design, test, and improve their wind turbine blades. Students throughout the elementary schools engage in "Earth Day" activities such as the ex-efficiency of cars, nature, and recycling. At all levels, the energy specialist for the District engages students and staff to see the quantifiable impact that their efforts have not only on resources but also on the environment in which we live.

Participation Summary

The Sioux City Community School District participates with the EPA ENERGY STAR Portfolio Manager and Department of Energy and Energy CAP concurrently.

Since September 2012, the Sioux City Schools has established itself as one of the top leaders in energy conservation in the state of Iowa with every eligible K-12 building certified as an Energy Star School (21 presently).

The District uses Energy CAP's nation-leading proprietary software. This takes a baseline (Sep 2011-Aug 2012), before a conservation program had begun, and allows the Sioux City Schools to engage in benchmarking along with this fixed baseline for future years. We can therefore compare the baseline adjusted to current conditions in accordance with the IPMVP (International Performance for Measurements and Verification Protocol) and account for apples-to-apples measurements for energy to include changes in weather, square footage, HVAC equipment, and occupancy.

During the last 6 years, the District has saved \$3.75 million which would have otherwise gone to energy waste, 28.3% of an expected energy spend of \$13.21 million according to Energy CAP[®]. These savings have had an impact on District resources and a remarkable effect on the environment.

Staff and students' efforts for responsible energy usage—along with the School Board's investment in the most efficient of technologies—have saved 192,076 MMBTUs of energy. This environmental impact is the same as 6,405 passenger cars not driven for one year or 788,268 tree seedlings grown for 10 years. The Sioux City Schools has therefore saved 30,742 metric tons of CO₂, the same amount of emissions from 33.63 million tons of coal burned (US EPA Greenhouse Equivalencies Calculator).

The District also engages in before-after snapshots to quantify initiatives such as recycling and the conversion of reusable plastic trays. Programmatic reviews help the District to see the quantifiable effects of efforts and impact such as the conversion of several busses to propane.



The Sioux City Community Schools has engaged in an energy management program utilizing best conservation practices, human behavioral change with a culture of sustainability, and the latest, cutting-edge green technologies. Since September 2012, the Sioux City Schools has established itself as a leader in energy conservation in the state of Iowa with every eligible K-12 building certified as an Energy Star School with the US EPA and US Department of Energy (21 presently). This has earned Sioux City the designation of a top-10 city nationally for cities under pop. 100,000 based on the contributions of the school district alone for four years straight.

Spalding Park Elementary was designated a Green Ribbon School in 2016.

Additionally, the District has won several Architect of Iowa Association Awards placing in the top 5 across the state for "Excellence in Energy Efficient Design" in 2017 (Perry Creek Elementary), 2016 (Morningside Elementary), and 2015 (Loess Hills Elementary).

The US EPA certified and recognized the efforts of the District through their IT-Technology Savings Initiative certification in 2013.

Several grants have also been awarded to the District based on successful application concerning tree-planting at Spalding Park Elementary and West High School as well as with walking school bus initiatives.

Pillar 1—Reduced Environmental Impact and Costs

The Sioux City Community Schools has engaged in an energy management program utilizing best conservation practices, human behavioral change with a culture of sustainability, and the latest, cutting-edge green technologies. Since September 2012, the Sioux City Schools has established itself as a leader in energy conservation in the state of Iowa with every eligible K-12 building certified as an Energy Star School with the US EPA and US Department of Energy (21 presently). This has earned Sioux City the designation of a top-10 city nationally for cities under pop. 100,000 based on the contributions of the school district alone for four years straight.

During the last 6 years, the District has saved \$3.75 million which would have otherwise gone to energy waste, 28.3% of an expected energy spend of \$13.21 million according to Energy CAP[®]. These savings have had an impact on District resources and a remarkable effect on the environment.

Staff and students' efforts for responsible energy usage—along with the School Board's investment in the most efficient of technologies—have saved 192,076 MMBTUs of energy. This environmental impact is the same as 6,405 passenger cars not driven for one year or 788,268 tree seedlings grown for 10 years. The Sioux City Schools has therefore saved 30,742 metric tons of CO₂, the same amount of emissions from 33.63 million tons of coal burned (US EPA Greenhouse Equivalencies Calculator).

These energy and environmental savings have been accomplished not only through human and organizational behavioral change such as smart energy management controls under the guidance of building engineers but also through utilizing the most efficient technologies. From 2013 to 2015, the District invested nearly \$2.5 million at low interest from Iowa Energy Bank dollars retrofitting windows, emplacing insulation, and replacing lighting. Utility rebate dollars offset over \$465,000 of the cost.

These projects included whole window replacements of school buildings built more than 50 years ago such as Riverside Elementary and Clark Elementary, which also had the added benefit of increasing thermal comfort and the student-learning environment.



The District retrofit each of the high school auditoriums with high-quality aesthetic LED lighting resulting in energy efficiency and a professional arts experience. LED lighting was also retrofit on various wall packs and exterior applications throughout the District.

The District also replaced 50,000 lights with higher-efficiency bulbs in 18 buildings and opened its first "all-LED" building in Perry Creek Elementary, which helped contribute to a 22% reduction in energy used by lighting.

While utilizing the most efficient technologies in lighting, District efforts have been made regarding *how* staff utilize that efficient lighting: parking lot lights are scheduled and newly constructed classrooms utilize daylight harvesting. This has been a key contributor in seeing an average electricity consumption reduced from 19 million kWh to 14 million kWh annually.



Complementary staff and student efforts shut down areas in the summer while maintaining important indoor environmental considerations such as proper moisture management through scheduled HVAC. These reductions have decreased electrical usage in a profound way. Before the energy conservation program from June-July of 2011, the District used 3,091,626 kWh of electricity. June-July of 2017, the District used 1,503,177 kWh, or roughly half, despite adding four fully climatized and air-conditioned geothermal elementary buildings and retrofitting another with air conditioning. District administration works with staff on smart, efficient planning so as to co-locate summer programs and their energy usage to the fewest number of HVAC zones as is possible.

Additionally, the District has engaged in water conservation in a purposeful way managing its irrigation with the vast majority of all practice fields watered naturally by irrigation wells. Sensors are used in more than 90% of the District's handwashing stations to conserve water. Throughout the District, Elkay H2O bottle-filling fountain stations save hundreds of thousands of otherwise-disposed-of plastic bottles. Frequency drives and more efficient technology help save energy on domestic water, and 3 automatic pool covers deployable/retractable in 90 seconds at the high schools have saved thousands of dollars on chemical usage, natural gas for heating, and the evapo-transpiration loss of water that would otherwise occur.



To save natural gas, the District has built 5 new geothermal elementary buildings, which utilize ground source for heating and cooling. Such applications result in environmentally friendly, highly efficient buildings at a **total** energy cost of all utilities ranging from an enviable \$0.43-\$0.55/sq. ft. annually. Spalding Park Elementary, a 2016 Green

Ribbon Schools winner, was featured as the case study for Trane as a proprietary leader for its bi-cascading geothermal system. These systems control airflow through the school's ventilation system wherein outside air is brought in, filtered, and then dispersed through the building. The heating and cooling systems work as one unit in monitoring moisture levels in the schools. The District is currently building its sixth geothermal school building in 8 years' time, all of which replaced non-ventilated, non-air-conditioned buildings dating from 1888-1955 which would otherwise dismiss early during periods of inordinately hot weather. The District furthermore monitors CO2 and humidity levels in constant volume spaces within new construction for optimal indoor air quality and learning environment.

The District's transportation department has also been a critical partner under the direction of the Board of Education in requisitioning and securing 6 propane-fueled busses, which is a low carbon alternative fuel supportive of energy security. Propane as an alternative source improves both public health and the environment. Rather than plugging in all bus diesel engine block heaters, numbering more than 60, from September to April, the District schedules the bus block heaters based on time schedules only when below a certain outdoor air temperature saving unnecessary electrical waste.

Since 2012, the District's food service program has likewise engaged in sustainability efforts by switching to plastic trays rather than Styrofoam. Before 2010, the District expend \$95,500 for 7 semi-loads of trays per year at 720 cases per semi-load before spending \$60,000 on reusable plastic trays. Rather than disposing a million non-biodegradable wasted trays disposed of each year into the environment, District personnel wash the trays with dishwasher boosting heat to properly disinfect and wash each tray.

Every building has a cardboard-only dumpster for recycling purposes under the direction of each building's voluntary recycling program. At Leeds Elementary, the art program recycles markers and takes old crayons melting them into new ones and selling them to pay for recycling bins in every classroom. The school has helped recycle nearly 1,000 batteries annually at ReEvent. This is one of many individual school efforts to creatively engage students and staff with the aim of a sustainable environment.

The Sioux City Community Schools acts with responsibility, steward, and integrity regarding how each member of our team utilizes resources.

Pillar 2—Improve the Health and Wellness of Students and Staff

The Sioux City Community Schools has engaged in improved health and wellness among its students and staff. 1,185 members participate in a Rally Rewards program through United Healthcare with activities including biometric screening, wellness challenges, and gym attendances at least 12 times in a month. 477 staff members enrolled in Real Appeal, a free weight loss program, and 270 of those members lost a total of 1,341 pounds with 16.4% losing 5% or more of their body weight. From smoking cessation programs to flu shots, the District has proactively helped staff lead healthier and happier lives. Data correspondingly shows decreased ER and overnight hospital visits.

The Sioux City Schools has engaged in initiatives ranging from improved food nutrition for students as well as oral health. The District engages the I-Smile@School program which provides dental screenings, dental sealants, fluoride treatment and education to 2nd and 3rd grade students with an Iowa licensed dental hygienist and dentist providing the services.

Food Services has offered salad bar options at the high school and East High School concessions has had a free consultation on healthy alternatives with Siouxland District Health to implement better alternatives. Additionally, two elementary schools in coordination with the Blue Zone initiative have started community gardens to supplement healthy nutritional choices for students, staff, and neighborhood partners.

The Sioux City Schools has partnered with Iowa State University Extension to introduce to now 9 schools the "Pick a Better Snack" program, which is a comprehensive marketing campaign that includes several nutrition education components including the consumption of fresh fruits and vegetables, lessons, signage, recipes to take home, and



newsletters. ISU Extension also partners with multiple schools on school-based gardening and mini farmers' markets. 10 out of the 15 elementary schools in the district (at 50% poverty) take advantage of the Fresh Fruit and Vegetable Produce Grant.

The Kid Shape 2.0 Program is a pediatric weight management program introduced at Liberty Elementary offering a variety of interactive nutrition and family cooking activities under the auspices of Mercy Medical Center and Siouxland District Health based on a Community Health Needs Assessment.

Healthy student initiatives in several Blue Zone designated schools have created a walking school bus program. For example, Spalding Park students walk to school led by community volunteers at prearranged stops, eliminating a large number of vehicles entering the parking lot. This is supplemented by bike-to-school days. As a result of a \$40,000 grant, students also have access to a traverse climbing wall, a light wall, exercise bikes, and weighted bars at the elementary level. With a robust sports program, physical education classes engage students in individual wellness by offering opportunities to take alternative weight lifting, dance, and aerobic classes that may be tailored to less team-oriented traditional approaches to healthy lifestyles.

The District has had a Junior Reserve Officer Training Corps under the Air Force branch of the US military wherein students engage in physical training weekly. Coupling physical activity with a purpose, their efforts recently included a recent "Bataan Death March" commemorating the sacrifice of US Soldiers during WWII in the Pacific Theater. ROTC cadets marched for 14 miles but also gave back to the community in picking up trash to beautify trails and recreational areas.

Aimed at holistic wellness, community partners have helped engage in mental health wellness by utilizing federal and local dollars to engage licensed therapists in treating students who otherwise may not have access to such services.

Operations and Maintenance staff utilize guidance from the US EPA *Energy Savings Plus Health: Indoor Air Quality Guidelines*. Staff discern proper humidity levels in new construction constant volume units through the use of humidistats and ensure plenty of fresh air in accordance with ASHRAE 62.1 through best practices as well as CO2 sensors to monitor levels in many areas of new construction.

With the District's guidelines, thermal comfort is important while balancing goals of an energy conservation program. In new construction, window design and "daylight harvesting" help with natural sunlight shown to improve not only ambience but student test scores according to the Heschong-Mahone 1999 study. Contaminant controls include high-quality MERV rated filters in all HVAC applications. The District's Presto X integrates comprehensive, preventative pest management control with scheduled programmatic reviews to ensure the healthiest of classroom environments across the District.

With attention to detail, the District has separate acoustically designed sound rooms for instrument practice within the middle school settings and has improved the acoustical performance for a high-quality professional theater experience within the retrofitting of the recently refurbished high school auditoriums.

The Sioux City School District's nearly 2,000 employees take mandatory chemical management controls training in order to keep the quality and safety of our students and faculty at the forefront. Chemical dilution stations ensure the proper concentrations for employee use. Additionally, all District chemicals (with of course the exception of those who by nature are disinfectants) are green-certified by the US EPA. In each of the new high school science wings, constant volume chemical ventilation hoods run 24/7 to protect students and faculty from biology lab fumes that could otherwise mitigate indoor air quality. The District utilizes safe storage and best practices whether in science rooms, cleaning procedures, or facilities management.

Pillar 3—Effective Environmental and Sustainability Education

West High students are engaged in a Future Ready course where they analyze the energy efficiency of their own school building as well as businesses in our community. From large-scale grocery stores to small "mom and pop" shops, cohort teams meet with owners and managers at local businesses to share best conservation practices as well as their own initiatives and innovative ideas. Students give a cost-payback analysis in energy saved and meet with

community partners to include the District Energy & Environmental Specialist, Director of Operations and Maintenance, and teachers from disciplinary fields. Students also did an in-depth study of wind energy through Iowa Lakes Community College. Students also studied the feasibility of adding wind energy to their own school building and learned details of the current alternative source, geothermal, which has been implemented with 5 newly built geothermal elementary school buildings. The North High School Prairie Project is a short-grass prairie is an excellent example of sustainability as it requires zero maintenance while students benefit from its aesthetics, biodiversity and economic study. Many students and families take pictures in the summer while 45 different forbs are in full bloom. The deep roots of the NHS prairie thrive in the nutrient-poor Loess soil of North High as proven in a comparison study with the brome grass growing nearby. The Prairie Project also provides exceptional cover and seeds providing a wealth of biodiversity from turkeys to deer to blue birds not otherwise seen before. Students plan to study sustainability in comparing the ethanol capabilities of prairie grass to that of corn.

Several elementary teachers in the District provide aerospace lessons, teaching the mechanics of gravity and creating their own theories. Fourth and fifth grade students have the opportunity to learn about liftoff and air dynamics. Teachers use NASA education programs to help students learn about energy and space. Additionally, district-wide, 4th grade students engage in Kid Wind, learning about the importance of wind energy as they research, design, test, and improve their wind turbine blades. When students do research about renewable energy, they look at many different types. Because wind energy is a booming industry in Iowa, students look at wind turbines, while focusing on blade design. Students come up with a plan to build blades out of different materials while testing shape, dimensions, materials, length and width. Students then test, and continue to test, blades they have made on a small scale while taking energy readings off a multimeter. After many tests of all kinds, students then test their blades in an actual wind tunnel measuring 4 feet by 4 feet. At the completion of the unit, students participate in a Kid Wind Day where students not only test their blades in the wind tunnel, but also learn about other “Earth Day” activities such as the ex-efficiency of cars, nature, and recycling.

The Sioux City Schools has invested heavily in STEM training with 14 elementary teachers at multiple school locations on the Engineering is Elementary (EiE) program to be trainers in order to institute engineering science in grades 1-5. Every elementary school utilizes STEM scale-up grants, which allow for “Pint Size Science” (pre-K – Grade 2) using a hands on approach for inspiring young minds to explore scientific phenomena, Pint Size Science introduces early learners to STEM topics through discovery learning. Making STEM Connections (Grades K-8) turns the classrooms in Sioux City Schools into Makerspace! by building upon the natural inclination to tinker, making STEM connections that empowers students to explore STEM principles and 21st century skills.

The Sioux City Schools has LEGO robotics teams at all middle schools and high schools, which competed in the FIRST Robotics competition and inspires students to complementary career pathways in STEM-related fields.

In order to integrate science with environmental impact, the following themes are reoccurring in the standards below and covered in the elementary science adoption. These are taught in every elementary school and include HS-LS-2-7, “Design, evaluate, and refine a solution for **reducing the impacts of human activities on the environment and biodiversity,**” HS-ESS3-4, “Evaluate or refine a technological solution that **reduces impacts of human activities on natural systems,**” and HS-ETS1-3, “Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and **environmental impacts.**”

Regarding civic knowledge and responsibility, cadets in the Junior Reserve Officer Training Corps engage in world studies and civic responsibility dedicating hundreds of hours to community service. In partnership with retired Lieutenant Colonel Larry Brockshus and Chief Master Sergeant Kathy Roby, students study the geopolitical implications



of an increasingly diverse and complex world. Students also learn the foundational principles, the fundamentals of military service and organized civic government, and the history of sacrifice necessary to secure freedom and democracy.

Supporting Photos



Spalding Park students plant sustainable gardens.



Spalding Park students prepare for Litter Dash to help keep the community clean.



North High conducts a prescribed burn on their Prairie Lab under the observation and watch of students who then study ecological sustainability and preservation.



Spalding Park Elementary, a 2016 Green Ribbon School, engages in tree-planting through a sizeable grant and utilizes separate containers to maximize their ability to recycle with sustainable practices.



Riverside students engage in a community garden at harvest time and then enjoy the fruits of their labor.