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SPECIAL SCHOOLS SUSTAINABILITY ANNUAL REPORT

The Iowa School for the Deaf and the Iowa Braille and Sight Saving School are committed to fostering sustainability on campus and in the curriculum.

Each school incorporates environmental stewardship in its campus master plan. Any new buildings and major capital renovations will meet the LEED certification goals, energy standards, and other standards adopted by the Board of Regents Sustainability Plan. There are no actions to report on in this annual report.

For Sustainability in the Curriculum, the Plan subscribes to the following:

Vision: Each student will know and practice principles of sustainability at home, at work, and in the community. ISD and IBSSS will provide high quality educational experiences that integrate the principles of sustainability and ecoliteracy into all curricular areas, as well as extracurricular and dormitory experiences.

Goals:

- Students will define vital characteristics of “energy efficiency” for the home and the community and will identify at least four specific ways to practice energy efficiency in the home. This includes strategies for reducing electrical usage at home and traveling to work (e.g., replacing incandescent bulbs with energy efficient bulbs, turning off and unplugging appliances not in use, turning off lights in rooms that are not in use, programming a thermostat to save energy in winter and summer).
- Students will define vital characteristics of “water conservation” for the home and the community and will identify four ways to practice water conservation in the home. This includes strategies to use less water for daily tasks (e.g., washing dishes or clothing with full loads, using a water-conserving shower faucet, regularly checking all plumbing for leaks and repairing leaks, using a water-saving sprinkler on a lawn after dark rather than during daylight hours).
- Student will define vital characteristics of home and community recycling programs and identify processes and strategies to conserve natural resources through recycling and less use of plastic in daily life (e.g., using recycled paper napkins rather than new paper, using cloth napkins rather than paper, refilling water bottles at home rather than buying bottled water and discarding the bottle when finished, effectively separating materials for recycling on a daily basis, purchasing milk in glass bottles that can be re-used by the merchant).

Progress on accomplishing the goals:

Students receive education on sustainability through the science curricula of the districts. Education in sustainable practices is integrated into the Expanded Core Curriculum where appropriate by educational and residential staff. Planning is underway at the Iowa Braille and Sight Saving School for a collaborative with the University of Northern Iowa on an activity-based solar energy education program.