



District of Columbia
Office of the
State Superintendent of Education

Health and Physical Education Report

Reporting Period: October 1, 2014-September 30, 2015

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SECTION 1: Compliance of public schools and public charter schools with the physical and health education requirements.

Healthy Schools Act Requirements

Mandatory Reporting

Under section 405 of the Healthy Schools Act (HSA), the Office of the State Superintendent of Education (OSSE) shall report to the Mayor, the Council, and the Healthy Youth and Schools Commission (HYSC) regarding the compliance of District of Columbia Public Schools (DCPS) and public charter schools (PCS) with physical education (PE) and health education requirements.

School Health Profile

Under section 602 of the HSA, all DCPS and PCS shall submit information related to compliance with the PE and health education standards and other aspects of the HSA to OSSE by February 15 of each year. The OSSE School Health Profile (SHP) is utilized for this purpose.

Physical Education

Under section 402 of the HSA, all DCPS and PCS must provide PE for students in grades kindergarten through 8. The HSA requires that PE be provided for an average of at least 150 minutes per week for students in grades kindergarten through 5 and an average of at least 225 minutes per week for students in grades 6 through 8. Furthermore, 50 percent of PE class time must be devoted to actual physical activity.

Health Education

Under section 402 of the HSA, all DCPS and PCS must provide health education for students in grades kindergarten through 8. The HSA requires that health education be provided for an average of 75 minutes per week in grades K through 8.

Adherence to Curricular Standards

Under section 402 of the HSA, the required PE and health education curriculum shall meet the curricular standards adopted by the State Board of Education in 2007. These standards outline the concepts and skills that students should know and be able to do at the end of each grade from pre-kindergarten through 8th grade and by the time they graduate from high school.

Results – Compliance with Physical and Health Education Requirements

School Health Profile

The 2015 SHP represents the fifth year of the collection of this data. Each year, OSSE has learned valuable lessons on how best to collect this data. Therefore, the 2015 SHP Questionnaire (Appendix A) included questions as dictated in section 602 of the HSA, as well as additional questions suggested by key stakeholders and developed by OSSE staff, to provide a complete picture of the health and wellness environment in DCPS and PCS. All data in the SHP are self-reported by each school, by the principal or designee. This data, along with non-self-reported data, such as site visits to schools and data from partner organizations, provides a broad picture of health and wellness activities in schools.

SHP data pertinent to the PE and health education requirements are reported in this section. SHP data pertinent to other measures of compliance with the HSA are also reported in this document in *Section 3: Additional Measures of Healthy Schools Act Compliance*.

One hundred percent of applicable schools (this excludes adult education schools and schools that did not participate in the National School Lunch Program (NSLP)) completed the SHP. A complete analysis of the SHP data is provided in Appendix B (all schools), Appendix C (DCPS), and Appendix D (PCS).

Adherence to Physical and Health Education Minutes

Data on the minutes of PE and health education in DCPS, PCS, and participating private schools were collected using (1) the SHP Questionnaire and (2) HSA Compliance Determination Visits (Appendix E).

(1) School Health Profile Data

The 2015 SHP Questionnaire included the following inquiries:

- For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive physical education instruction.
- For each grade in your school, please indicate the number of minutes per week during the regular instructional school week devoted to actual physical activity within the physical education course.
- For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive health education instruction.

A total of 212 DCPS and PCS were included in the analysis of SHP data. To maintain consistency in analysis and reporting, PE and/or physical activity data were removed from 12 schools and health education data were removed from 26 schools based upon the following criteria:

- Data that indicated that students received more than 225 minutes per week of PE in grades kindergarten through 5 or more than 300 minutes per week of PE in grades 6 through 8 were eliminated as likely outliers.
- Schools that indicated a greater number of physical activity minutes than PE minutes were removed from analysis of minutes of physical activity, as the question specified to only count minutes of physical activity within the PE course.
- Data that indicated that students received more than 125 minutes per week of health education in any grade were eliminated as likely outliers.

The average reported PE and health education minutes at the different grade levels from the 2015 SHP are presented in Table 1. Students in grades kindergarten through 5 received an average of 73 minutes per week of PE and students in grades 6 through 8 received an average of 140 minutes per week of PE. Students spent far more than the required 50 percent of their time in PE classes engaged in physical activity (87 percent for grades K-5 and 82 percent for grades 6-8). Students in grades kindergarten

through 5 received an average of 35 minutes per week of health education and students in grades 6 through 8 received an average of 44 minutes per week of health education.

Table 1. Average Minutes of Physical and Health Education per Week by Grade, SY 2014-2015

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Physical Education	75	71	74	74	67	74	136	142	144
Health Education	34	34	34	34	36	39	43	41	49

The minutes of PE and health education provided over the past five school years as compared to the HSA requirements are presented in Figures 1 and 2. With outliers removed as discussed above, PE minutes (Figure 1) increased by 14 minutes per week in grades K through 5 and by 51 minutes per week in grades 6 through 8 between SY 2013-2014 and SY 2014-2015. Health education minutes (Figure 2) increased by four minutes per week in grades K through 5 and decreased by four minutes per week for grades 6 through 8 between SY 2013-2014 and SY 2014-2015.

Figure 1. Minutes per Week of Physical Education in Grades K-5 and 6-8 as Compared to Healthy Schools Act Requirements, SY 2010-2011 through SY 2014-2015

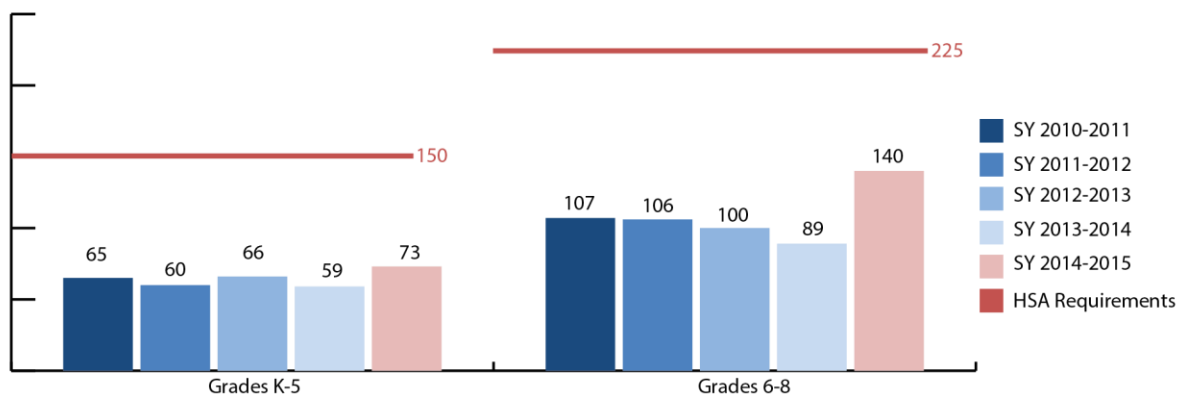
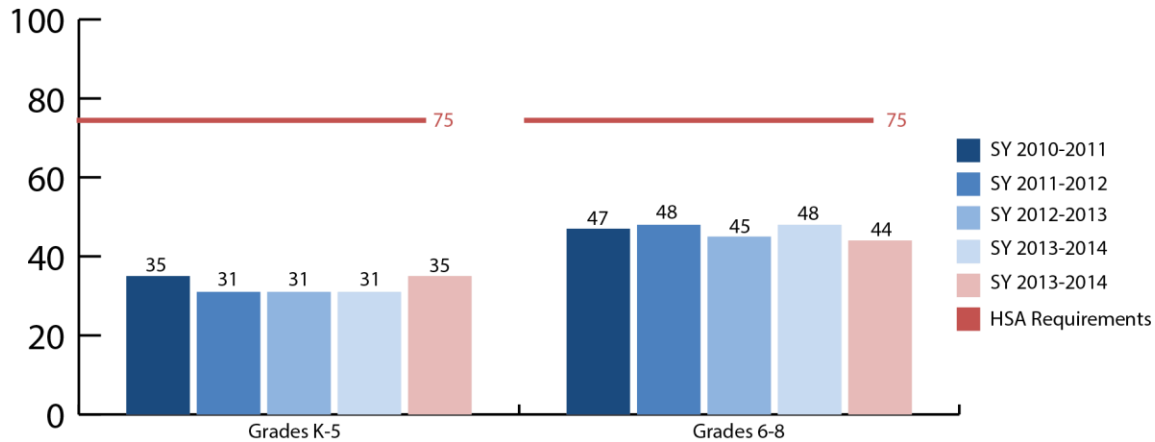


Table 2. Number of Outliers Removed from School Health Profile Data, SY 2010-2011 through SY 2014-2015

	Number of Outlier Schools Removed	
	Physical Education	Health Education
SY 2014-2015	12	26
SY 2013-2014	7	15
SY 2012-2013	5	15
SY 2011-2012	1	23
SY 2010-2011	4	19

Figure 2. Minutes per Week of Health Education in Grades K-5 and 6-8 as Compared to Healthy Schools Act Requirements, SY 2010-2011 through SY 2014-2015

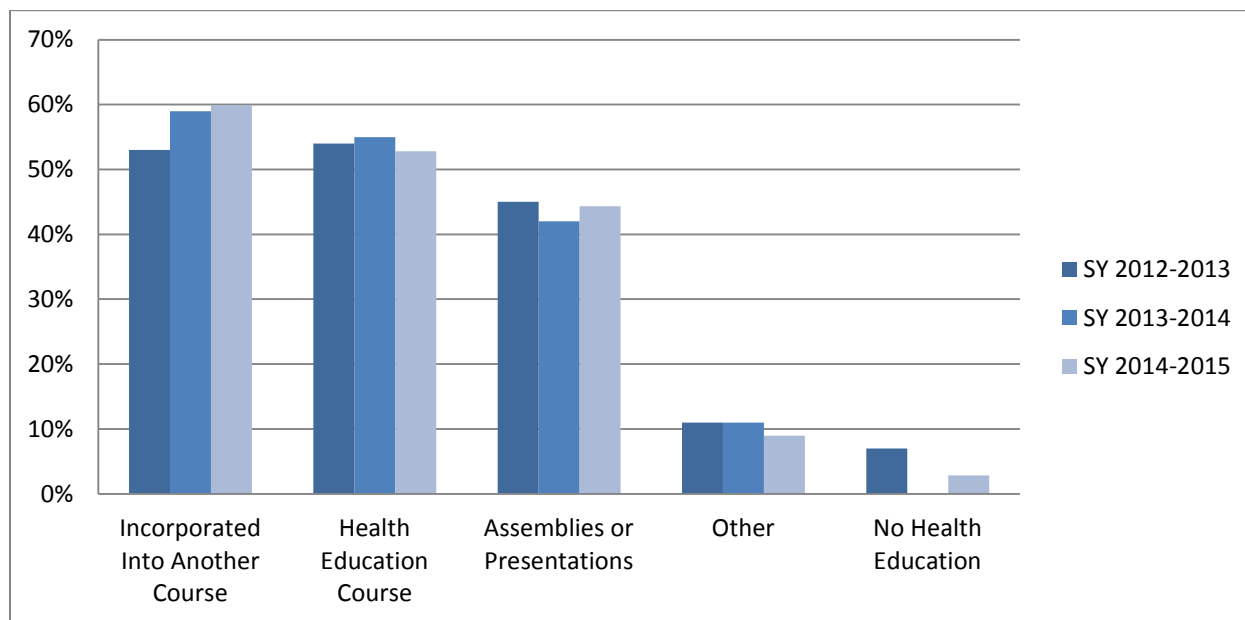


Although most DC schools are not yet meeting the HSA requirements for PE and health education, there has been some noteworthy progress made towards the PE minutes. There has been a small increase in PE minutes of 14 minutes per week in grades K-5 and a significant increase in grades 6-8. This is likely due in large part to an increase to three days per week of PE in all DCPS middle schools.

In addition, in an effort to support the provision of 150 minutes of weekly PE and 75 minutes of weekly health education for K-5 students, OSSE awarded \$600,000 in grant funds through the OSSE Physical and Health Education Grant to support six public charter elementary schools (Appendix F) in providing 150 minutes of weekly PE and 75 minutes of weekly health education. In addition to completing the application, grant applicants were required to submit a sample class schedule highlighting the additional PE and health education time and a letter of commitment from the school principal. The grants were awarded in July 2015 for implementation during SY 2015-2016. OSSE will work closely with the grant recipients to ensure full implementation. OSSE will work with the grantees to evaluate the grant through information gathered from students, parents, teachers, and administrators. This information will be utilized to determine the impact of the grant funds on student health, academic outcomes, and school culture.

Schools routinely have stand-alone PE classes but have also utilized a variety of methods to incorporate health education into the curriculum (Figure 3). As demonstrated below, 53 percent of schools had a health course while others incorporated health into another course, such as PE. Many schools also used assemblies or presentations as a way to convey health information to their students.

Figure 3. Percent of Schools Reporting Use of Various Strategies to Provide Health Education, SY 2012-2013 through SY 2014- 2015



(2) HSA Compliance Determination Visit Data

During on-site HSA compliance determination visits to schools, OSSE observed at least one meal service, at least one PE and/or health education class, and any other opportunities for physical activity (e.g., recess, before- and after-school programs). Schools were also monitored for compliance with the HSA on healthy vending, fundraising, prizes in schools, and local wellness policies (LWP) (discussed further in this document in *Section 3: Additional Measures of Healthy Schools Act Compliance*). During SY 2014-2015, OSSE focused on site visits to school sites in conjunction with the United States Department of Agriculture (USDA) School Meal Programs Administrative three year review. Visits were completed at 18 PCS sites¹ and one participating private school site. All school sites were housed within a total of 16 different local education agencies (six grades K-5, five grades K-8, three grades 6-8, one grades 5-10, one grade 9-12, and two adult education programs). A list of the schools visited in SY 2014-2015 is provided in Appendix G.

During the site visits, OSSE observed PE and health education classes in 18 of the 19 school sites. PE and health education classes were not observed in one school site because the site is an adult education program and thus is exempt from the PE and health education requirements. Of the 18 schools where PE and health education classes were observed, all met or were working towards the HSA requirements for PE and health education for the appropriate grade level, including:

- five schools that met both the current PE and health education requirements;
- two schools that met the current health education requirement;

¹ Last school year, OSSE focused site visits on DCPS, so this year, site visits were focused on PCS.

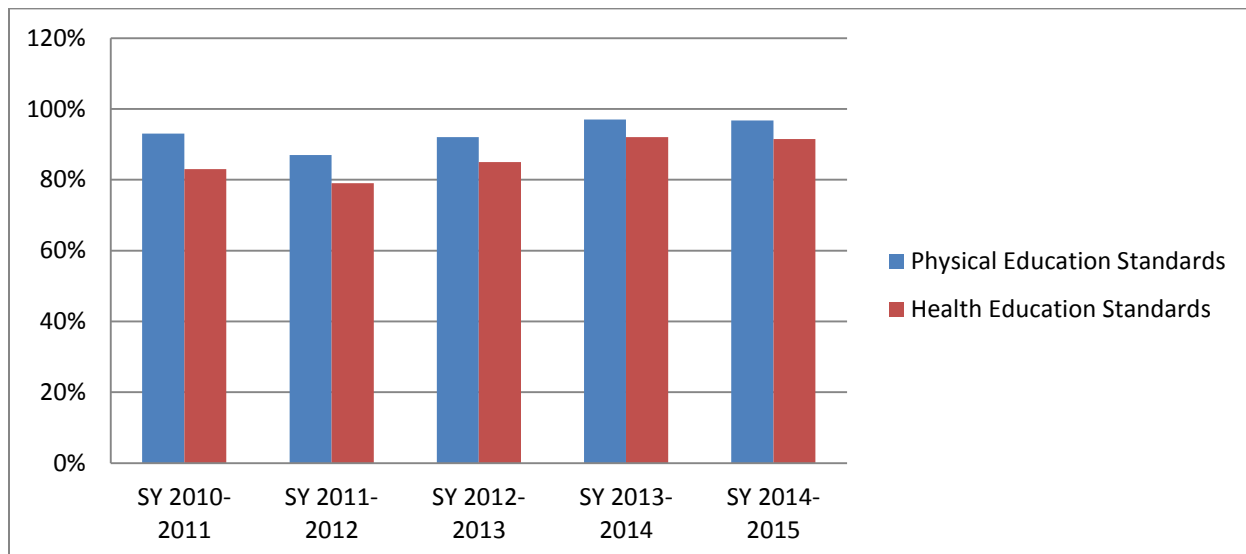
- two schools that exceeded the current PE requirements; and
- four schools that exceeded the current health education requirements.

Discussions with school administrators during the visits revealed that although schools are working towards the new PE and health education requirements, there is still concern about meeting requirements given limited scheduling, staffing, funding, and facilities.

Adherence to Curricular Standards

On the 2015 SHP, 97 percent of schools reported using OSSE’s Physical Education Standards as the foundation for PE, and 92 percent of schools reported using OSSE’s Health Education Standards as the foundation for health education. These numbers are consistent with what was reported last year (Figure 4).

Figure 4. Percent of Schools Reporting the Use of OSSE’s Physical and Health Education Standards, SY 2010-2011 through SY 2014-2015



OSSE regularly provides training, technical assistance, and resources on standards-based health and PE curriculum, integrating health throughout the curriculum, and creating healthy school environments. These are made available to childcare providers, teachers, and community-based organizations (CBOs) who partner with schools on PE and health education (Appendix H).

In SY 2014-2015, training, technical assistance and resources included the following:

- OSSE conducted three trainings for DC Physical Activity for Youth (DC PAY) grant recipients (discussed further in this document on page 15). These trainings focused on different PE and health education curricula which can be used in elementary, middle, and high schools.
- OSSE collaborated with the Specialized Foundation to provide a comprehensive and research-based biking curriculum to DC middle schools.

- OSSE conducted SPARK Physical Activity Training for pre-K through 12th grade teachers. SPARK training is a research-based physical education and physical activity curriculum.
- OSSE provided Reproductive Health Model Training which prepares health educators to provide more interactive instruction around male and female anatomy, sexual health education, and contraception use.
- OSSE provided a webinar on implementing a Comprehensive School Physical Activity Program (CSPAP).
- OSSE provided Nutrition 101 and Integrating Nutrition into the Curriculum trainings for schools.
- OSSE partnered with the Department of Health to offer “The Contraception Connection: BC101.” This training provided a discussion various birth control methods and how to speak with students about methods of contraception.
- OSSE sponsored training on the “My Little World” Educational Music Series which assists teachers in incorporating physical movement while teaching early literacy and pre-math concepts.
- OSSE sponsored training by Dr. Diane Kraft, creator of the “Active Play Preschool Physical Activity Program,” which incorporates fun, inclusive and developmentally appropriate physical activities that use inexpensive equipment, small spaces, and work well in center-based childcare and preschool settings.
- OSSE provided an interactive workshop led by our OSSE Youth Advisory Committee on best practices for engaging with youth in the classroom. Youth shared tips of best ways to create a safe space, encourage participation, and expand diversity among students while teaching.
- OSSE provided training to the DC Personal Responsibility Education Program (DC-PREP) grantees on the Healthy Youth Resource Guide and Quickbase Referral System. The attendees included, school health providers, health and physical education teachers, and New Heights coordinators (a teen parenting program to prevent school dropout). The referral system was well received by the various school staff and will be offered as a refresher course once the Healthy Youth Resource Guide is released District-wide in the fall of 2015.
- OSSE partnered with the Department of Health (DOH) to provide training on the school-based Sexually Transmitted Disease (STD) Screening Program. Interested schools were encouraged to enroll in the program for STD screen and treatment services from DOH.
- OSSE provided training for Curricula Reviewers on the Health Education Analysis Curriculum Tool (HECAT) for evaluating health curricula.
- OSSE partnered with DOH to provide training on the School Health Index (SHI) Tool, a self-assessment and planning tool that schools can use to improve their health and safety policies and programs.
- OSSE partnered with Action for Healthy Kids to conduct a two-day School Wellness Team Training to assist schools in creating a School Wellness Team and using the team to implement the School Wellness Policy.
- OSSE partnered with the Action for Healthy Kids to conduct the second annual Teacher Wellness Symposium (Appendix I) with over 100 participants. The Symposium included presentations on a variety of health and wellness topics and integrating health and wellness throughout the school environment.

- OSSE hosted a School Health Professional Development Day (Appendix J) which was an opportunity for public charter school administration and health educators to obtain critical training around health education including teaching strategies, content knowledge, community-based resources, teaching materials, and networking with fellow charter personnel to share best practices. Registrants have the opportunity to choose from several skill-building workshops in the areas of sexual health, physical education/activity, safe and supportive environments, and school health policies.
- The Health and Physical Education Curricula and Resources Library was successfully launched. In school year 2014-2015, a total of 22 individuals signed up to view the curricula.
- A Healthy Schools Act Booklist has been developed and will be disseminated to schools along with accompanying classroom lessons during SY 2015-2016. Also in SY 2015-2016, guidance will be developed to include alignment of books on the booklist with OSSE's PE and Health education standards, as well as the Common Core State Standards and Next Generation Science Standards.

In addition, OSSE staff members received training in a variety of subjects that will assist them in providing high-quality professional development to childcare providers, teachers, and community-CBOs. In SY 2014-2015, this training included the following:

- An OSSE staff member attended training to be certified as a national trainer on Comprehensive School Physical Activity Programs (CSPAP) through the First Lady's Let's Move! Active Schools initiative and attended the Physical Activity Leader (PAL) training sponsored by SHAPE America.
- Another OSSE staff member received training on CSPAPs provided by the Centers for Disease Control (CDC) and Society of Health and Physical Educators (SHAPE America).
- OSSE staff members received training on the SHI through CDC.
- OSSE staff members received training on the School Health Guidelines for Promoting Healthy Eating and Physical Activity through CDC.
- OSSE staff members received training on the Bullying Prevention and Intervention in DC Educational Institutions Training Toolkit through the DC Office of Human Rights.

SECTION 2: Student achievement with respect to the physical and health education standards, and national physical activity recommendations.

Healthy Schools Act Requirements

Mandatory Reporting

Under section 405 of the HSA, OSSE shall report to the Mayor, the Council, and the HYSC regarding student achievement with respect to OSSE's PE and health education standards by September 30th of each year.

Results – Student Achievement with Respect to the Physical and Health Education Standards, and National Physical Activity Recommendations

Student achievement with respect to OSSE's Physical and Health Education Standards has previously been assessed through the DC Comprehensive Assessment System for Health and Physical Education (DC CAS Health) as well as FITNESSGRAM data collected by DCPS. DC CAS Health was not conducted in SY 2014-2015. In SY 2015-2016, OSSE will collect and report achievement against health and PE standards across schools, while also supporting LEAs in innovative and flexible ways of assessing student understanding of the standards.

FITNESSGRAM Data from District of Columbia Public Schools²

Some of the PE standards address actual measures of physical health and thus cannot be assessed using a standardized test. To assess student achievement with respect to these standards, schools utilize a variety of tools. DCPS, for example, utilizes the FITNESSGRAM (Appendix K) measure for all students in grades 4 through 12 that are enrolled in a PE course. This data is collected by PE teachers throughout the year and assesses:

- Muscular Strength and Endurance: measured by curl-ups (abdominal), push-ups (upper body), and trunk lifts (back extensor strength and endurance)
- Aerobic Capacity: measured by a progressive aerobic cardiovascular endurance run
- Body Composition: either measured by a skin-fold test or extrapolated based upon calculated Body Mass Index
- Flexibility: measured by a back-saver sit and reach

In 2015, FITNESSGRAM data was collected on a total of 9,848 DCPS students (4,976 boys and 4,872 girls) and is presented in Table 3 (all grades, both sexes), Table 4 (all grades, girls), and Table 5 (all grades, boys). Between 55 percent and 75 percent of the students scored in the "healthy fitness zone" on the various measurements. The "healthy fitness zone" percentage is based on the gross student count. The smallest percentage (56 percent) of students was in the healthy fitness zone for flexibility while the largest percentage (72 percent) of students was in the healthy fitness zone for the trunk lift. Overall, 61 percent of the students were in the healthy fitness zone for aerobic capacity, which is a

² Note that OSSE only has FITNESSGRAM data for DCPS students. Thus, the data included in this report on the FITNESSGRAM speaks only to DCPS students and does not include public charter school students.

measure of cardiovascular fitness. A much higher percentage of boys (68 percent) than girls (54 percent) fell into the healthy fitness zone for aerobic capacity. Another measurable difference between boys and girls is in the area of upper body strength, 65 percent versus 55 percent in the healthy fitness zone, respectively.

Table 3. 2015 DCPS FITNESSGRAM Measures, All Grades, Both Sexes

	Abdominal	Upper Body	Aerobic Capacity	Body Composition	Flexibility	Trunk Lift
Number of Students Measured	9811	9848	8987	9189	9445	9416
Number in the Healthy Fitness Zone	5900	5894	5497	5235	5324	6809
Percent in the Healthy Fitness Zone	60.1%	59.85%	61.17%	56.97%	56.37%	72.31%

Table 4. 2015 DCPS FITNESSGRAM Measures, All Grades, Girls

	Abdominal	Upper Body	Aerobic Capacity	Body Composition	Flexibility	Trunk Lift
Number of Students Measured	4866	4872	4379	4494	4647	4645
Number in the Healthy Fitness Zone	2763	2687	2351	2581	2585	3426
Percent in the Healthy Fitness Zone	56.78%	55.15%	53.69%	57.43%	55.63%	73.76%

Table 5. 2015 DCPS FITNESSGRAM Measures, All Grades, Boys

	Abdominal	Upper Body	Aerobic Capacity	Body Composition	Flexibility	Trunk Lift
Number of Students Measured	4945	4976	4608	4695	4798	4771
Number in the Healthy Fitness Zone	3137	3207	3146	2654	2739	3383
Percent in the Healthy Fitness Zone	63.44%	64.45%	68.27%	56.53%	57.09%	70.91%

DCPS has accumulated five years of FITNESSGRAM data (Table 6). The results have varied little over the four years. This trend is not unexpected given that the increased minutes for PE are a challenge for schools to meet and the PE minutes have changed only minimally in the prior four years. While there is a large difference between 2011 and 2012 in the area of aerobic capacity, this is most likely the result of a measurement error. In 2014, the trunk lift was added as an additional measure of fitness.

Table 6. 2011-2015 DCPS FITNESSGRAM Measures, All Grades, Both Sexes

	Abdominal	Upper Body	Aerobic Capacity	Body Composition	Flexibility	Trunk Lift
2011 - Percent in the Healthy Fitness Zone	66%	65%	36%	56%	59%	N/A
2012 – Percent in the Healthy Fitness Zone	73%	65%	62%	60%	60%	N/A
2013—Percent in the Healthy Fitness Zone	66%	60%	63%	59%	54%	N/A
2014—Percent in the Healthy Fitness Zone	63%	62%	61%	57%	55%	75%
2015—Percent in the Healthy Fitness Zone	63%	60%	61%	57%	56%	72%

SECTION 3: Additional measures of Healthy Schools Act compliance.

Healthy Schools Act Requirements

Funding for Healthy School Meals

Under section 102 of the HSA, the Healthy Schools Act Fund shall be used to provide additional funding for school meals, including 10 cents for each breakfast and lunch meal that meets the requirements of sections 202 and 203 of the HSA, 40 cents for each lunch meal served to a student eligible for reduced-priced lunch, and five cents per day for a local item served as part of either breakfast or lunch.

Results

During SY 2014-2015, all DCPS, PCS and participating private schools received additional funding for providing meals that met the requirements of the HSA.

Promoting Physical Activity

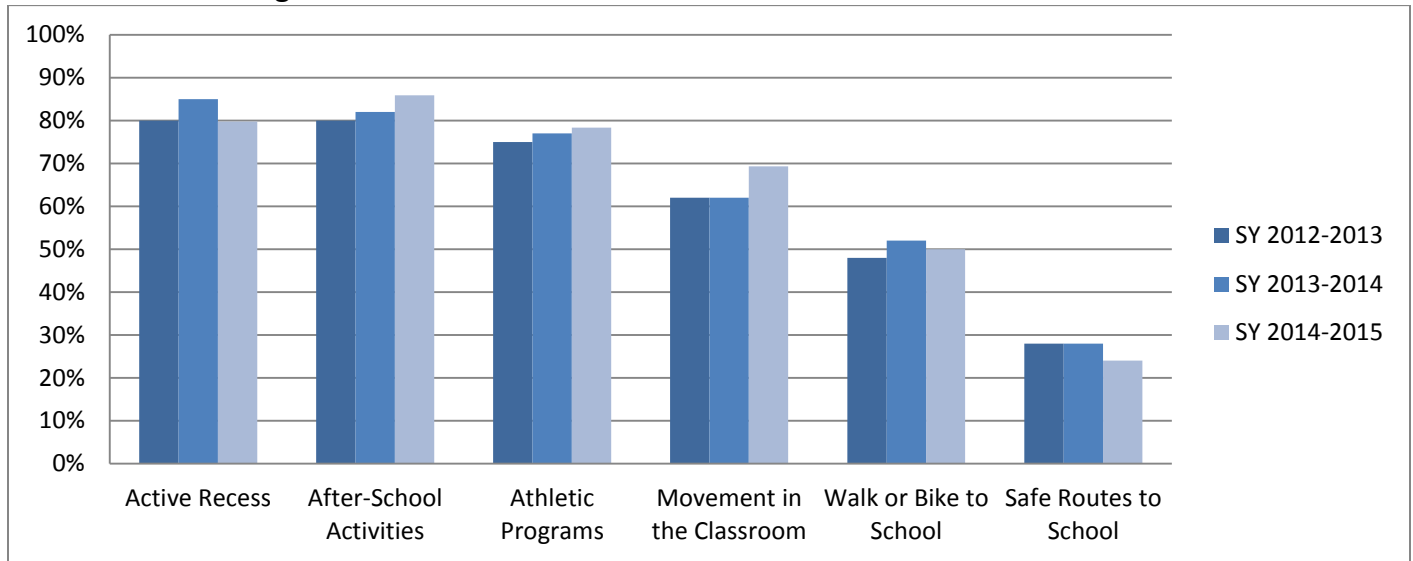
Under section 401 of the HSA, DCPS and PCS shall promote the goal of the District of Columbia for children to engage in physical activity for 60 minutes per day.

Results

Based upon data reported in the 2015 SHP, schools utilized a variety of strategies to promote physical activity, including active recess, movement in the classroom, and athletic programs (Figure 4). Since SY 2014-2015, there has been an increase in the number of schools utilizing after-school activities (three percentage point increase), athletic programs (one percentage point increase), and movement in the classroom (seven percentage point increase) to increase students' opportunities for physical activity.

OSSE assists schools in promoting physical activity throughout the school day through our DC Physical Activity for Youth (discussed further in this document on page 15) grants and through workshops, trainings, and technical assistance for the schools. This year's Teacher Wellness Symposium included presentations on increasing physical activity before, during, and after the school day.

Figure 4. Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity, SY 2012-2013 through SY 2014- 2015



Funding for Increased Physical Activity in Schools

Under section 102 of the HSA, the Healthy Schools Act Fund shall be used to make grants available through a competitive process to DCPS and PCS that seeks to increase the amount of physical activity in which their students engage.

Results

In May of 2015, OSSE selected 23 DCPS and 13 PCS out of 42 applicants to receive the fourth group of DC Physical Activity for Youth (DC PAY) grant (Appendix L). The DC PAY grant awards funding to schools to increase their capacity to offer physical activity to students before, during, or after the school day. The total amount of funding that will support this year’s DC PAY projects is \$344,144 (an increase of \$124,144 from SY 2014-2015). These projects started in the summer of 2015 and will continue through June 2016. OSSE will monitor the funded programs for adherence to the proposed project, budget, and timeline through site visits and review of grantees’ mid-year and final reports. OSSE will also use surveys to gather information on the impact of the DC PAY program on student and teacher attitudes and behavior around physical activity. Similar surveys were used to gather data from the 2014-2015 DC PAY grantees (Appendix M). In a final survey that was distributed to all 2014-2015 DC PAY grant recipients, 100 percent (20 out of 20) of respondents felt that their DC PAY grant program had a positive impact on students. Additionally, 95 percent (19 out of 20) of respondents felt that their DC PAY grant program had a positive impact on school culture. In addition to completing the required surveys, all of the 2014-2015 DC PAY grant recipients successfully implemented their DC PAY grant programs.

Healthy Vending, Fundraising, and Prizes in Schools

Under section 206 of the HSA, all beverages and snack foods provided by or sold in DCPS and PCS, whether through vending, fundraisers, snacks, afterschool meals, or other means, shall meet the requirements of the USDA’s HealthierUS School Challenge program at the Gold Award Level.

Results

According to the 2015 SHP, 19 percent of schools provided student access to vending machines and all but one identified their vending as complying with the requirements of the HSA. In addition, 42 percent sold food or beverages for fundraisers, and 18 percent had a school store. It is noteworthy that all of these percentages have increased since SY 2013-2014, highlighting the need to provide ongoing technical assistance to schools around the local and federal competitive foods requirements. During the SY 2014-2015 HSA Compliance Determination visits, 100 percent of school sites were in compliance with the HSA requirements for healthy vending, fundraising, and prizes. Only two of the 19 schools reported having fundraisers that included food and beverage items and reported that the items sold met Healthy Schools Act and USDA HealthierUS School Challenge program at the Gold Award level³ (as determine by the USDA's Smart Snacks Calculator). Corrective action plans were issued to these schools.

Sufficient Time during the Lunch Period

Under section 203 of the HSA, schools are required to provide at least 30 minutes for students to eat lunch and sufficient time during the lunch period for every student to pass through the food service line.

Results

During the SY 2014-2015 HSA Compliance Determination visits, all 19 school sites were in compliance with the requirement to provide at least 30 minutes for students to eat lunch and sufficient time during the lunch period for students to pass through the lunch line. According to the 2015 SHP data, schools provided an average of 34 minutes for the lunch period.

Local Wellness Policies

Under section 601 of the HSA, each local education agency (LEA) shall collaborate with parents, students, food service providers, and community organizations to develop, adopt, and update a local wellness policy (LWP) which shall be revised once every three years. Each LWP shall be reviewed by OSSE to ensure that it complies with federal requirements and OSSE shall examine whether schools comply with their policies.

Results

During SY 2014-2015, OSSE monitored LWP requirements for public participation, transparency, and implementation through the HSA Compliance Determination visits. Based upon the visits conducted during SY 2014-2015, 100 percent of schools promoted their LWP to faculty, staff, parents, and students by posting it on the school's website, distributing it to staff members or the parent/teacher organization, and/or making it available in the school's main office. OSSE provided technical assistance to two new LEAs (Harmony PCS, and Lee Montessori PCS) in developing a School Wellness Council and using the Council to develop and implement their LWP. OSSE also assisted four LEAs (DCPS, Excel Academy PCS, National Children's Center, and Washington Yu Ying) in updating their policies.

³ The HealthierUS School Challenge: Smarter Lunchrooms (HUSCC: SL) is a voluntary certification initiative recognizing those schools enrolled in Team Nutrition that have created healthier school environments through promotion of nutrition and physical activity.

According to results from the 2014 SHP, 49 percent of schools posted their LWP on the school website, 75 percent had it available in the main office, and 37 percent had it in the cafeteria or eating area. Eleven percent of schools indicated that this information was not made publicly available.

OSSE provided technical assistance to LEAs around LWPs and SWCs through workshops, trainings, and technical assistance visits to schools. Additionally, OSSE conducted four School Wellness Council Trainings in collaboration with Action for Healthy Kids to assist with their required three year local wellness policy updates due SY 2015-2016. Twenty-six LEAs attended these trainings. In addition, during the August Teacher Wellness Symposium, staff from the Maryland State Department of Education presented a session entitled, "School Wellness 101" which was an overview of school wellness policies and provided participants with tools and resources to design their own goals, activities, and steps to support school-level implementation of wellness policies.

Availability of Cold, Filtered Water

Under section 203 of the HSA, all DCPS, PCS, and participating private schools are required to make cold, filtered water available at no charge to students, through water fountains or other means, when meals are served to students in DCPS and PCS. This is also required under the NSLP.

Results

Based upon the data reported in the 2015 SHP, 86 percent of school stated that they had water available to students during meal times. Results from the HSA Compliance Monitoring visits confirmed the availability of water during meal times in all schools visited. However, OSSE recognizes that compared to last school year, the percent of schools that stated they had water available to students during meal times has decreased. OSSE is conducting further site visits to determine the reason for this decrease in schools reporting the availability of water during meal times.

SECTION 4: Continued implementation of the Healthy Schools Act and next steps.

Progress Made on SY 2014-2015 Initiatives

SY 2014-2015 Initiative	Progress
<ul style="list-style-type: none"> • Collect the 2015 School Health Profile data. • Provide technical assistance to 36 LEAs that need to update their LWPs. 	<ul style="list-style-type: none"> • The 2015 School Health Profile was collected with a 100 percent completion rate. • OSSE conducted four School Wellness Council Trainings in collaboration with Action for Healthy Kids to assist with their required three year local wellness policy updates due SY 2015-2016. • OSSE assisted four LEAs (DCPS, Excel Academy PCS, National Children’s Center, and Washington Yu Ying) in updating their policies. • During the August Teacher Wellness Symposium, staff from the Maryland State Department of Education presented a session entitled, “School Wellness 101” which was an overview of school wellness policies and provided participants with tools and resources to design their own goals, activities, and steps to support school-level implementation of wellness policies.
<ul style="list-style-type: none"> • Assist five new LEAs in developing SWCs, and in developing and implementing their LWPs. 	<ul style="list-style-type: none"> • OSSE provided technical assistance to two new LEAs (Harmony PCS, and Lee Montessori PCS) in developing a School Wellness Council and using the Council to develop and implement their Local Wellness Policy.
<ul style="list-style-type: none"> • Develop and deliver LWP workshops for LEAs in conjunction with Action for Healthy Kids. 	<ul style="list-style-type: none"> • OSSE conducted four School Wellness Council Trainings in collaboration with Action for Healthy Kids to assist with their required three year local wellness policy updates due SY 2015-2016.

- **Conduct HSA Compliance Determination visits to a random sample of 25 of schools to monitor compliance with the HSA.**
- 19 schools received HSA Compliance Determination Visits during SY 2014-2015.
- **Conduct additional needs assessment interviews to better highlight barriers to fully implementing the PE and physical activity components of the HSA.**
- Discussions with school administrators during HSA Compliance Visits revealed that although schools are working towards the new PE and health education requirements, there is still concerned about meeting those requirements given limited scheduling, staffing, funding, and facilities.
- **Gather PE best practices from a small number of schools who are meeting the FY 2014-2015 PE requirements and provide this information to other schools.**
- OSSE held three trainings for DC PAY grant trainings and facilitated activities in which schools shared best practices with other schools and organizations.
- OSSE sponsored the Teacher Wellness Symposium which included a panel of speakers who shared best practices with participants.
- **Provide training in selected PE and health education curriculum and provide direct capacity building and technical assistance to schools around PE and health education.**
- The Healthy Schools Act Booklist has been developed and will be disseminated to schools along with accompanying classroom lessons during SY 2015-2016. Also in SY 2015-2016, guidance will be developed to include alignment of books on the booklist with OSSE’s PE and Health education standards, as well as the Common Core State Standards and the Next Generation Science Standards.
- **Release three curricula guidance documents on nutrition and physical education, alcohol, tobacco, and other drugs, and sexual health.**
- Additional reviewers were secured to review missing and added sexual health and nutrition curricula
- An additional 12 reviewers were trained in Health Education Curricula Analysis Tool (HECAT)
- Sexual health and alcohol, tobacco, and other drugs curricula guidance documents were completed and are currently under review and editing for public distribution.

-
- **Advertise the PE/health education curriculum library to schools District-wide.**

- The Health and Physical Education Curricula and Resources Library was successfully launched.

- **Release an updated copy of the Healthy Youth Resource Guide.**

- The Healthy Youth Resource Guide was completed and reviewed by stakeholders and it is in the final review by OSSE and DC Public Schools leadership.

- **Pilot a health referral system in select DCPS and PCS.**

- OSSE provided training on the Healthy Youth Resource Guide and Quickbase Referral System. The referral system was well received by the various school staff and will be offered as a refresher course once the Healthy Youth Resource Guide is released District Wide in the fall of 2015.

- **Host a health symposium for local educators.**

- OSSE held the second annual Teacher Wellness Symposium in conjunction with Action for Healthy Kids.
 - OSSE held the first annual School Health Professional Development Day.
-

SY 2015-2016 Initiatives

During SY 2015-2016, OSSE plans to:

- Provide technical assistance to 15 LEAs that need to update their LWPs.
- Assist 5 new LEAs in developing SWCs, and in developing and implementing their LWPs.
- Conduct HSA Compliance Determination visits to a random sample of 25 of schools to monitor compliance with the HSA.
- Provide guidance and technical assistance to schools around healthy fundraising and vending in accordance with the Healthy Schools Act and USDA's Smart Snacks in Schools Standards.
- Disseminate Healthy Schools Act Booklist and assist schools in using books from the booklist to promote nutrition, physical activity, and literacy.
- Align books from Healthy Schools Act Booklist with OSSE's PE and health education standards, Common Core, and Next Generation Science Standards.
- Conduct needs assessment interviews with school administrators to gain a better understanding of the practice of withholding or assigning physical activity as punishment.
- Disseminate research-based alternatives to withholding or assigning physical activity as punishment to schools.
- Provide technical assistance on developing, implementing, and strengthening Comprehensive School Physical Activity Programs to the DC Physical Activity for Youth grant recipients.
- Work closely with the DC Physical Education and Health Education grant recipients on developing sustainable practices that allow for full implementation of the health and physical education requirements.
- Conduct a Let's Move! Active Schools Physical Activity Leader training for DCPS & PCS teachers.
- Conduct a Health and Wellness Symposium for local educators.
- Collect Youth Risk Behavior Survey data.
- Collect the CDC and HSA School Health Profiles.
- Release the sexual health and alcohol, tobacco, and other drugs Health Curricula Guidance Documents.
- Develop and promote the District of Columbia's "Out for Safe Schools Initiative" which is funded through DC's Promoting Adolescent Health through School-Based HIV/STD Prevention and School-Based Surveillance grant. OSSE and DCPS will be partnering with various local, national, District agencies, and schools on this effort.
- Expand of health and physical education training resources.
- Revise health education standards, in conjunction with the State Board of Education, LEAs, and other stakeholders.

Though there are still improvements to be made, the schools in the District of Columbia have made great strides in providing a healthy learning environment to their students through improved nutritional content of school meals, reduced availability of unhealthy foods in schools, the provision of PE and health education, and the promotion of physical activity. OSSE staff will continue to work with schools to provide needed training, technical assistance, and support and will seek out new and

innovative approaches as we strive to improve our processes and the services that we provide to schools.

APPENDIX A
Healthy Schools Act School Health Profile Questionnaire, 2015

Section 1: School Profile

1. Type of School*

- Public School Public Charter School Private School

2. LEA ID: Pre-filled **3. School Code:** Pre-filled **4. Ward:** Pre-filled

5a. LEA Name* _____

5b. School Name* _____

6. Does your school currently have a website?*

- Yes No

6a. What is your school's website address? _____

7. Current number of students enrolled* _____

8. Grades Served *select all that apply**

- | | | | |
|-----------------------------|----------------------------|----------------------------|---|
| <input type="checkbox"/> PS | <input type="checkbox"/> 2 | <input type="checkbox"/> 6 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> PK | <input type="checkbox"/> 3 | <input type="checkbox"/> 7 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> K | <input type="checkbox"/> 4 | <input type="checkbox"/> 8 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | <input type="checkbox"/> 9 | <input type="checkbox"/> Adult <input type="checkbox"/> Other _____ |

9a. Contact Name* _____

9b. Contact Email* _____

9c. Contact Job Title* _____

OSSE will contact this person if there are questions about the Profile. This person will automatically be added as a user for the 2015-2016 Healthy Schools Act School Health Profile and will receive a PDF copy of the completed HSA School Health Profile via e-mail for posting per section 602(c) of the Healthy Schools Act.

Section 2: Health Services

Recommended point of contact for this section: School Health Providers

10. What type of nurse coverage does your school have?*

- Full-time Part-time No coverage

11. How many nurses are available at your school?*

- One Two Three or more

11a. Name of School Nurse 1

11ai. School Nurse 1 E-mail

11b. Name of School Nurse 2

11bi. School Nurse 2 E-mail

11c. Name of School Nurse 3

11ci. School Nurse 3 E-mail

12. Does your school currently have a School Mental Health Program or similar services on site for students?*

- Yes No

13. How many of the following clinical staff does your school currently employ?

- Psychiatrist ___ # full time ___ #part time
- Psychologist ___ # full time ___ #part time
- Licensed Independent Clinical Social Worker (LICSW) ___ # full time ___ #part time
- Licensed Professional Counselor (LPC) ___ # full time ___ #part time

14. Do you partner with any outside organizations or agencies to address social-emotional needs, improve school climate around mental health, and/or provide for mental health needs?

- Yes No

14a. Please specify the agency or organization: _____

15. Does your school see a need for more school-based behavioral/mental health services than you currently have?

Yes No

16. Has your school ever used the Child and Adolescent Mobile Psychiatric Services (ChAMPS) or the Department of Behavioral Health’s Access Helpline?

Yes No

17. Does your school currently have an anti-bullying policy?

Yes No Don’t know

17a. If yes, is it compliant with the Youth Bullying Prevention Act of 2012?

Yes No Don’t know

18. Does your school have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity? These clubs sometimes are called gay/straight alliances.

Yes No Don’t know

Section 3: Health Education Instruction

Recommended point of contact for this section: Health Education Teacher

19. Are students required to take health education at your school?*

Yes No

20. Does your school currently have at least one certified or highly qualified health teacher on staff?*

Yes No

21. How many health education teachers does your school currently have on staff?*

None One Two Three or more

22a. Name of Health Education Instructor 1*

22ai. Health Education Instructor 1 E-mail

22b. Name of Health Education Instructor 2*

22bi. Health Education Instructor 2 E-mail

22c. Name of Health Education Instructor 3*

22ci. Health Education Instructor 3 Email

23. How is health education instruction provided? *select all that apply*

- Health education course Incorporated into another course
- Assemblies or presentations Other: _____
- No health education is provided

24. For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive health education instruction:*

Grade: PK	Minutes/Week: _____	Grade: 6	Minutes/Week: _____
Grade: K	Minutes/Week: _____	Grade: 7	Minutes/Week: _____
Grade: 1	Minutes/Week: _____	Grade: 8	Minutes/Week: _____
Grade: 2	Minutes/Week: _____	Grade: 9	Minutes/Week: _____
Grade: 3	Minutes/Week: _____	Grade: 10	Minutes/Week: _____
Grade: 4	Minutes/Week: _____	Grade: 11	Minutes/Week: _____
Grade: 5	Minutes/Week: _____	Grade: 12	Minutes/Week: _____
Grade: Other	Minutes/Week: _____		

25. Is the health education instruction based on OSSE’s health education standards?*

- Yes No

26. For the health topics listed, please specify which health education curriculum (or curricula) your school uses for instruction:

Grade: PS

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____

- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: PK

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: K

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 1

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____

- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 2

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 3

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 4

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 5

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 6

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____

- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 7

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 8

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 9

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 10

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 11

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____

- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: 12

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

Grade: Other

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body and Personal Health Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making Curriculum: _____
- Sexuality and Reproduction Curriculum: _____

27. Does your school partner with any outside programs or organizations to satisfy the health education requirements?*

- Yes No

27a. Please specify the agency or organization: _____

Section 4: Physical Education Instruction

Recommended point of contact for this section: Physical Education Teacher

28. Are students required to take physical education at your school?*

Yes No

29. Does your school currently have at least one certified or highly qualified physical education teacher on staff?

Yes No

30. How many physical education teachers does your school have on staff?*

None One Two Three or more

31a. Name of Physical Education Instructor 1

31ai. Physical Education Instructor 1 E-mail

31b. Name of Physical Education Instructor 2

31bi. Physical Education Instructor 2 E-mail

31c. Name of Physical Education Instructor 3

31ci. Physical Education Instructor 3 Email

32. What strategies does your school use, during or outside of regular school hours, to promote physical activity? *select all that apply*

Active Recess Movement in the Classroom Walk or Bike to School

After-School Activities Athletic Programs Safe Routes to School

None Other: _____

33. For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that a student receives physical education instruction. This does NOT include recess or after school activities.*

Grade: PK	Minutes/Week: _____	Grade: 6	Minutes/Week: _____
Grade: K	Minutes/Week: _____	Grade: 7	Minutes/Week: _____
Grade: 1	Minutes/Week: _____	Grade: 8	Minutes/Week: _____
Grade: 2	Minutes/Week: _____	Grade: 9	Minutes/Week: _____
Grade: 3	Minutes/Week: _____	Grade: 10	Minutes/Week: _____
Grade: 4	Minutes/Week: _____	Grade: 11	Minutes/Week: _____
Grade: 5	Minutes/Week: _____	Grade: 12	Minutes/Week: _____
Grade: Other	Minutes/Week: _____		

34. For each grade that receives physical education instruction, please indicate the average number of minutes per week during the regular instructional school week devoted to actual physical activity within the physical education course. This does NOT include recess or after school activities.*

Grade: PK	Minutes/Week: _____	Grade: 6	Minutes/Week: _____
Grade: K	Minutes/Week: _____	Grade: 7	Minutes/Week: _____
Grade: 1	Minutes/Week: _____	Grade: 8	Minutes/Week: _____
Grade: 2	Minutes/Week: _____	Grade: 9	Minutes/Week: _____
Grade: 3	Minutes/Week: _____	Grade: 10	Minutes/Week: _____
Grade: 4	Minutes/Week: _____	Grade: 11	Minutes/Week: _____
Grade: 5	Minutes/Week: _____	Grade: 12	Minutes/Week: _____
Grade: Other	Minutes/Week: _____		

35. Is the physical education instruction based on OSSE's physical education standards?*

- Yes No

36. Which physical education curriculum (or curricula) is your school currently using for instruction?

Grade: PK Curriculum: _____ Grade: 6 Curriculum: _____
Grade: K Curriculum: _____ Grade: 7 Curriculum: _____
Grade: 1 Curriculum: _____ Grade: 8 Curriculum: _____
Grade: 2 Curriculum: _____ Grade: 9 Curriculum: _____
Grade: 3 Curriculum: _____ Grade: 10 Curriculum: _____
Grade: 4 Curriculum: _____ Grade: 11 Curriculum: _____
Grade: 5 Curriculum: _____ Grade: 12 Curriculum: _____
Grade: Other Curriculum: _____

37. Which physical activity curriculum (or curricula) is your school currently using for instruction?

Grade: PK Curriculum: _____ Grade: 6 Curriculum: _____
Grade: K Curriculum: _____ Grade: 7 Curriculum: _____
Grade: 1 Curriculum: _____ Grade: 8 Curriculum: _____
Grade: 2 Curriculum: _____ Grade: 9 Curriculum: _____
Grade: 3 Curriculum: _____ Grade: 10 Curriculum: _____
Grade: 4 Curriculum: _____ Grade: 11 Curriculum: _____
Grade: 5 Curriculum: _____ Grade: 12 Curriculum: _____
Grade: Other Curriculum: _____

38. Does your school use a physical education or fitness assessment tool?* (e.g., Fitnessgram, President’s Physical Fitness Test, etc.)

- Yes No

38a. What is the name of the tool? _____

39. Does your school partner with any outside programs or organizations to satisfy the physical activity requirements?*

- Yes No

39a. Please specify the agency or organization: _____

40. How many days per week do students get recess?*

Grade: PK	# of Days: _____	Grade: 6	# of Days: _____
Grade: K	# of Days: _____	Grade: 7	# of Days: _____
Grade: 1	# of Days: _____	Grade: 8	# of Days: _____
Grade: 2	# of Days: _____	Grade: 9	# of Days: _____
Grade: 3	# of Days: _____	Grade: 10	# of Days: _____
Grade: 4	# of Days: _____	Grade: 11	# of Days: _____
Grade: 5	# of Days: _____	Grade: 12	# of Days: _____
Grade: Other	# of Days: _____		

41. How many minutes is one (1) recess period?*

Grade: PK	# of Minutes: _____	Grade: 6	# of Minutes: _____
Grade: K	# of Minutes: _____	Grade: 7	# of Minutes: _____
Grade: 1	# of Minutes: _____	Grade: 8	# of Minutes: _____
Grade: 2	# of Minutes: _____	Grade: 9	# of Minutes: _____
Grade: 3	# of Minutes: _____	Grade: 10	# of Minutes: _____
Grade: 4	# of Minutes: _____	Grade: 11	# of Minutes: _____
Grade: 5	# of Minutes: _____	Grade: 12	# of Minutes: _____
Grade: Other	# of Minutes: _____		

42. What is the estimated operating budget for your physical activity programs?

Section 5: Nutrition Programs

Recommended point of contact for this section: Food Services Director or Manager

43. Name of Food Service Vendor* _____

44. What types of nutrition promotion does your vendor provide?* *select all that apply*

- None
- Vendor-provided nutrition education
- Meal time presentations
- Outside speakers
- Other (*please specify if a specific nutrition curricula is used*): _____
- Multimedia
- Posters
- Classroom Instruction
- Handouts/brochures

44a. Please comment on the quality and/or effectiveness of the nutrition promotion that your vendor provides: _____

45. Does your school offer free breakfast to all students?*

- Yes
- No

46. Does your school offer breakfast in the classroom?

- Yes
- No

46a. If yes, please specify the grades for which breakfast is served in the classroom:

- PK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Other _____

46b. If you do not offer breakfast in the classroom, please explain why (e.g., not required):

47. Does your school offer any alternative breakfast models? *select all that apply*

- Cafeteria
- Grab and Go cart
- Second chance/extend
- Other (*please specify*): _____

47a. Where is your Grab and Go cart located? *select all that apply*

- In the cafeteria
- In/near the main entrance of the school
- Other

If other, please specify: _____

48. Does your school provide meals that meet the nutritional standards required by the federal and District laws, such as the Healthy Hunger-Free Kids Act and the Healthy Schools Act?*

These requirements (for lunch) include: a different vegetable every day; dark green, red/orange, dry beans/peas, starchy, and other vegetables each week; a different fruit every day; fresh fruit at least 3 times per week; 100% juice only once per week; a whole grain-rich serving every day; 3 different types of whole-grain rich foods each week; only low-fat (1% or less) or fat-free (skim) fluid milk each day.

- Yes
- No

49. On average, how many minutes is one (1) lunch period?* _____

50. Does your school serve locally grown and/or locally unprocessed foods at meal times?

- Yes
- No

50a. Are these items served at breakfast?

- Yes
- No

50b. Are these items served at lunch?

- Yes
- No

51. Is cold, filtered water available to students during meal times?*

- Yes
- No

Section 6: Local Wellness Policy

Recommended point of contact for this section: Principal, Chair of School Wellness Council/Committee

52. All Local Education Agencies (LEAs) in DC have a Local Wellness Policy. Has your LEA's Local Wellness Policy been distributed to the following? *select all that apply*

- Parent/teacher organization
- Wellness committee/council
- Foodservice staff
- Administrators
- Students
- None
- Other _____

53. Is your school implementing your LEA's local wellness policy?

- Yes No

53a. Name of Head of Wellness Committee* _____

53b. Head of Wellness Committee E-mail* _____

54. Does your school have vending machines available to students?*

- Yes No

55a. How many student vending machines do you have: _____

55b. What are the hours of operation of student vending machines? _____

55c. What items are sold from student vending machines? _____

55d. Do the items comply with the Healthy Schools Act?

- Yes No

56. Does your school sell foods or beverages of any kind for fundraisers?

- Yes No

57. Does your school have a school store?*

- Yes No

57a. What are the hours of operation for the school store? _____

57b. What food and beverages are sold? _____

Section 7: Distributing Information
Recommended point of contact for this section: Principal

58. Where are the following items located at your school?

LEA's Local Wellness Policy*

- School Website School Main Office
 School Cafeteria or Eating Areas This information is not available
 Other: _____

School Menu for Breakfast and Lunch*

- School Website School Main Office
 School Cafeteria or Eating Areas This information is not available
 Other: _____

Nutritional Content of Each Menu Item*

- School Website School Main Office
 School Cafeteria or Eating Areas This information is not available
 Other: _____

Ingredients of Each Menu Item*

- School Website School Main Office
 School Cafeteria or Eating Areas This information is not available
 Other : _____

Information on where fruits and vegetables served in school are grown and whether growers are engaged in sustainable agriculture practices*

- School Website
- School Main Office
- School Cafeteria or Eating Areas
- This information is not available
- Other: _____

59. Are students and parents informed about the availability of vegetarian food options at your school?*

- Yes
- No
- Vegetarian food options are not available

59a. Where can they find this information?

- School Website
- School Main Office
- School Cafeteria or Eating Areas
- Other: _____

60. Are students and parents informed about the availability of milk alternatives, such as soy milk, lactose free milk, etc., at your school?*

- Yes
- No
- Milk alternatives are not available

60a. Where can they find these options?

- School Website
- School Main Office
- School Cafeteria or Eating Areas
- Other: _____

Section 8: School Gardens

Recommended point of contact for this section: School Garden Coordinator

61. Does your school currently have a School Garden?*

- Yes
- No

61a. Name of Garden Contact* _____

61b. Garden Contact E-mail* _____

62. How many unique students participated in your school garden program this year? _____

63. In what year was this garden established? _____

64. Which grades are most directly impacted by the school garden program?

- Pre-School
- K-5
- 6-8
- 9-12

65. Please list any partners that have supported your garden program this school year:

66. What is the approximate size of your garden in square feet? _____

67. What type of school garden do you have? *select all that apply*

- Edible Garden
- Stormwater/Rain Garden
- Pollinator/Butterfly Garden
- Wildlife Habitat/Native Garden
- Greenhouse
- Other: _____

68. When do activities happen in the school garden? *select all that apply*

- Classroom instruction (during the school day)
- Extracurricular activities (outside the school day)
- Lunch time activities
- Summer time

69. What topic is most frequently taught in the school garden?

- Nutrition
- Environment
- STEM
- English
- Math
- Art
- Other: _____

70. What is the estimated operating budget for your school garden? _____

71. Did your school participate in Growing Healthy Schools Week (September 27- October 3, 2014) or planning to participate in Strawberries and Salad Greens Day (May 2015)?*

- Yes No

72. Does your school have a school-wide recycling program?

- Yes No

72a. Which of these materials does your school recycle (materials recycled/composted off site)? *select all that apply*

- Aluminum
- Cardboard
- Food waste
- Glass
- Paper
- Plastics
- None of the above

73. Does your school compost on-site? *select all that apply*

- Yes, outside on school grounds
- Yes, inside in classroom worm bins
- Yes, other method
- No

Section 9: Environmental Literacy

Recommended point of contact for this section: Lead Science Teacher

74. Does your school offer an Environmental Science Class?*

- Yes No

74a. How many students are enrolled in this course in the 2014-2015 school year? _____

75. Name of Lead Science Teacher/Environmental Literacy Instructor

75a. Lead Science Teacher/Environmental Literacy Instructor Email

76. Please select the environmental literacy topics currently addressed in your school. For each selection, indicate the course in which the topic is taught and the curriculum (or curricula) that your school is currently using for instruction:

Grade: PK

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____)
 - Course: _____ Curriculum: _____
- None

Grade: K

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)

- Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____)
 - Course: _____ Curriculum: _____
- None

Grade: 1

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____)
 - Course: _____ Curriculum: _____
- None

Grade: 2

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)

- Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 3

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 4

- Air (quality, climate change)

- Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 5

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 6

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 7

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____

Course: _____ Curriculum: _____

None

Grade: 8

Air (quality, climate change)

Course: _____ Curriculum: _____

Water (stormwater, rivers, aquatic wildlife)

Course: _____ Curriculum: _____

Land (plants, soil, urban planning, terrestrial wildlife)

Course: _____ Curriculum: _____

Resource Conservation (energy, waste, recycling)

Course: _____ Curriculum: _____

Health (nutrition, gardens, food)

Course: _____ Curriculum: _____

Other: _____

Course: _____ Curriculum: _____

None

Grade: 9

Air (quality, climate change)

Course: _____ Curriculum: _____

Water (stormwater, rivers, aquatic wildlife)

Course: _____ Curriculum: _____

Land (plants, soil, urban planning, terrestrial wildlife)

Course: _____ Curriculum: _____

Resource Conservation (energy, waste, recycling)

Course: _____ Curriculum: _____

Health (nutrition, gardens, food)

- Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 10

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 11

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)

- Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: 12

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)
 - Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____
 - Course: _____ Curriculum: _____
- None

Grade: Other

- Air (quality, climate change)
 - Course: _____ Curriculum: _____
- Water (stormwater, rivers, aquatic wildlife)
 - Course: _____ Curriculum: _____
- Land (plants, soil, urban planning, terrestrial wildlife)

- Course: _____ Curriculum: _____
- Resource Conservation (energy, waste, recycling)
 - Course: _____ Curriculum: _____
- Health (nutrition, gardens, food)
 - Course: _____ Curriculum: _____
- Other: _____)
 - Course: _____ Curriculum: _____
- None

Section 10: Posting and Form Availability to Parents

Recommended point of contact for this section: Principal, Administrative Assistant

According to section 602(c) of the *Healthy School Act of 2010*, “each public school and public charter school shall post the information required by subsection (a) online if the school has a website and make this form available to parents in its office”.

77. How will you make this information available to parents?*

- Online Copies Available at Main Office
- Other (*please specify*): _____

78. Is your school sharing information about the Healthy Schools Act in any other ways?

- Yes No

78a. Please explain: _____

—

APPENDIX B
Healthy Schools Act School Health Profile Data
2015 Results, All Schools

All data presented below was self-reported by the school principal or school designee

100% of schools completed the School Health Profile.

Section 1: School Profile

- 87% of schools had a school website.

Section 2: Health Services

- 87% of schools had at least part-time nurse coverage.
- 77% of schools had at least one full-time nurse on staff.
- 68% of schools had a school mental health or comparable program.
- 2% of schools had a psychiatrist on staff.
- 76% of schools had a psychologist on staff.
- 71% of schools had a Licensed Independent Clinical Social Worker on staff.
- 40% of schools had a Licensed Professional Counselor on staff.
- 53% of schools partnered with outside organizations to address students' social-emotional needs.
- 64% of schools believed there is a need for additional behavioral/mental health services.
- 76% of schools used the Child and Adolescent Mobile Psychiatric Unit (ChAMPS) or the Department of Mental Health Access Helpline.
- 98% of schools had an anti-bullying policy.

Section 3: Health Education Instruction

- 89% of schools required students to take health education.
- 81% of schools had at least one health teacher.
- 84% of schools had at least one certified or highly qualified health teacher.
- 92% of schools used the OSSE Health Education Standards.
- 41% of schools partnered with outside organizations to provide health education.
- Students in grades K-5 received 35 minutes of health education per week.
- Students in grades 6-8 received 44 minutes of health education per week.
- Schools reported using a variety of methods to provide health education to students (see table).

Method	Percent
Incorporated into another course	60%
Health education course	53%
Assemblies or presentations	44%
Other	9%
No health education	3%

Section 4: Physical Education Instruction

- 96% of schools required students to take physical education.
- 90% of schools had at least one physical education teacher on staff.
- 97% of schools used the OSSE Physical Education Standards.
- 70% of schools used a physical fitness assessment tool.
- 20% of schools partnered with outside organizations to provide physical activity.
- On average, students received recess 5 times per week for a total of 29 minutes per class period.
- Students in grades K-5 received 73 minutes per week of physical education.
 - On average, 88% of class time is devoted to physical activity
- Students in grades 6-8 received 140 minutes per week of physical education.
 - On average, 83% of class time is devoted to physical activity
- Schools reported using a variety of strategies to promote physical activity (see table).

Method	Percent
Active recess	80%
After-school activities	69%
Athletic programs	50%
Movement in the classroom	86%
Walk or bike to school	78%
Safe routes to school	24%
Other	1%
None	15%

Section 5: Nutrition

- Chartwells (44%) and Revolution Foods (30%) were the most commonly used food vendors.
- 100% of schools served free breakfast.
- 62% of schools served breakfast in the classroom.
 - Schools also served breakfast using alternative methods (see table on next page).

⁴ Total percent is more than 100% because schools may deliver health education in more than one format

⁵ Total percent is more than 100% because schools may deliver physical activity in more than one format

Alternative Breakfast Models	Percent ⁶
Cafeteria	67%
Grab n Go cart	20%
Other	2%

- 100% of school meals complied with the Healthy Schools Act and Healthy, Hunger Free Kids Act of 2010.
- 96% of schools served food that is locally grown or unprocessed.
 - 98% of schools served local food at breakfast.
 - 100% of schools served local food at lunch.
- 86% of schools had water available to students during meal times.
- The average amount of time allotted for lunch was 34 minutes.
- Food vendors provide a variety of nutrition promotion activities (see table).

Percent of Schools Reporting Use of Different Nutrition Promotion Activities by Vendors ⁷	
Method	Percent
Posters	79%
Handouts/brochures	57%
Vendor-provided nutrition education	37%
Meal time presentations	37%
Outside speakers	9%
Classroom instruction	12%
None	8%
Multimedia	6%
Other	6%

Section 6: Local Wellness Policy

- 90% of schools implemented their local wellness policies (LWP) (for LWP distribution information, see table).
- 19% of schools had vending machines available to students.
 - 98% of these schools sold items that comply with the HSA.
- 42% of schools sold food or beverages for fundraisers.
- 18% of schools had a school store.

⁶ Total percent is more than 100% because schools may deliver breakfast in more than one format

⁷ Total percent is more than 100% because schools may deliver nutrition promotion in more than one format

Local Wellness Policy Distributed To	Percent ⁸
Administrators	72%
Foodservice staff	64%
PTO	66%
Wellness Committee/Council	52%
Students	42%
Other	10%
None	8%

Section 7: Distributing Information

- 92% of schools with vegetarian options informed parents and students of these options.
 - 5% of schools did not have vegetarian options available.
- 88% of schools with milk alternatives informed parents and students of these options.
 - 16% of schools did not have milk alternatives available.
- Schools distributed school health information in various ways (see table).

Methods Schools Report Using to Distribute School Health Information ⁹					
	School Website	School Main Office	School Cafeteria or Eating Areas	This Information is Not Available	Other
Local Wellness Policy	49%	75%	37%	11%	9%
School Menu for Breakfast and Lunch	53%	76%	75%	1%	19%
Nutritional Content of Each Menu Item	23%	43%	63%	11%	17%
Ingredients of Each Menu Item	21%	35%	57%	14%	17%
Information on Where Fruits and Vegetables Served in Schools are Grown and Processed	21%	31%	49%	23%	17%

Section 8: School Gardens

- 41% of schools had a school garden.
- 70% of schools participated in *Growing Healthy Schools Week* or *Strawberries and Salad Greens*.

Section 9: Environmental Literacy

- 27% of schools offered Environmental Science classes.
 - The average number of students enrolled in these classes was 177.
- There are various topics covered in Environmental Science classes (see table).

⁸ Total percent is more than 100% because schools may distribute the LWP to more than one audience

⁹ Total percent is more than 100% because schools may distribute information using multiple methods

Environmental Science Topics	Percent ¹⁰
Water	19%
Resource Conservation	18%
Land	23%
Health	17%
Air	18%
None	5%
Other	22%

Section 10: Posting and Availability

- 69% of schools made their HSA School Health Profile available online and 83% provided it in the main office.
- 27% of schools shared information about the Healthy Schools Act in other ways (see table).

Other Ways Schools Share Information about the Healthy Schools Act	
<p><u>Written Methods</u></p> <p>Banners in Cafeteria Classroom Newsletter Family Handbook Flyers Healthy Schools Act Poster Contest Letters to Parents Pamphlets Parent Bulletins Parent/Student Handbook PTA Newsletter School Mailing School Newsletter (Weekly/Monthly) Signs/Posters Student Artwork</p>	<p><u>Events</u></p> <p>Back-to-School Night Community Meetings Family Fitness Night Food Pantry Giveaway Parent at Apple Tree Meeting Parent Meetings Parent-Teacher Conferences Parent Training/Workshops PTA Meetings School Assemblies Special Events Student Demos at Lunch Student Orientations Teacher Workshops</p>
<p><u>Online Methods</u></p> <p>ConnectEd Mass Emails Online Website</p>	<p><u>Other</u></p> <p>After-school Activities Classroom Activities/Lessons Global Citizenship Class Health Education & Nutrition Classes Nurse's Office Parent Center Science Curriculum</p>

¹⁰Total percent is more than 100% because schools may teach more than one Environment Science topic

	Share information from OSSE Trainings and HSA Updates Student Council Student Report Cards Weekly Principal’s Message Wellness Committee
<p><u>Oral Methods</u></p> Children share lessons with peers regarding nutrition & exercise Conversations with students about nutrition Conversations with students around food choices and against bringing unhealthy snacks and meals into school Conversations with parents	

APPENDIX C
Healthy Schools Act School Health Profile Data
2015 Results, Public Schools

All data presented below was self-reported by the school principal or school designee

100% of public schools completed the School Health Profile.

Section 1: School Profile

- 75% of schools had a school website.

Section 2: Health Services

- 99% of schools had at least part-time nurse coverage.
- 89% of schools had at least one full-time nurse on staff.
- 73% of schools had a school mental health or comparable program.
- 3% of schools had a psychiatrist on staff.
- 94% of schools had a psychologist on staff.
- 90% of schools had a Licensed Independent Clinical Social Worker on staff.
- 44% of schools had a Licensed Professional Counselor on staff.
- 51% of schools partnered with outside organizations to address students' social-emotional needs.
- 64% of schools believed there is a need for additional behavioral/mental health services.
- 76% of schools used the Child and Adolescent Mobile Psychiatric Unit (ChAMPS) or the Department of Mental Health Access Helpline.
- 97% of schools had an anti-bullying policy.

Section 3: Health Education Instruction

- 93% of schools required students to take health education.
- 99% of schools had at least one health teacher.
- 99% of schools had at least one certified or highly qualified health teacher.
- 98% of schools used the OSSE Health Education Standards.
- 42% of schools partnered with outside organizations to provide health education.
- Students in grades K-5 received 34 minutes of health education per week.
- Students in grades 6-8 received 47 minutes of health education per week.
- Schools reported using a variety of methods to provide health education (see table).

Method	Percent
Health education course	65%
Incorporated into another course	49%
Assemblies or presentations	42%
Other	10%
No health education	2%

Section 4: Physical Education Instruction

- 99% of schools required students to take physical education.
- 99% of schools had at least one physical education teacher on staff.
- 100% of schools used the OSSE Physical Education Standards.
- 98% of schools used a physical fitness assessment tool.
- 22% of schools partnered with outside organizations to provide physical activity.
- On average, students received recess 6 times per week for a total of 29 minutes.
- Students in grades K-5 received 56 minutes per week of physical education.
 - 89% of class time was devoted to physical activity
- Students in grades 6-8 received 147 minutes per week of physical education.
 - 90% of class time was devoted to physical activity

Method	Percent
After-school activities	78
Active recess	56
Athletic programs	53
Movement in the classroom	89
Walk or bike to school	81
Safe routes to school	25
Other	2
None	16

Section 5: Nutrition

- 91% of schools used Chartwells as their food vendor.
- 100% of schools served free breakfast.
- 56% of schools served breakfast in the classroom.
 - Schools also served breakfast using alternative methods (see table).

¹¹ Total percent is more than 100% because schools may deliver health education in more than one format

¹² Total percent is more than 100% because schools may deliver physical activity in more than one format

➤ Alternative Breakfast Models	Percent¹³
Cafeteria	70%
Grab n Go cart	17%
Other	1%

- 100% of school meals complied with the Healthy Schools Act and Healthy, Hunger Free Kids Act of 2010.
- 96% of schools served food that is locally grown or processed.
 - 97% of schools served local food at breakfast.
 - 100% of schools served local food at lunch.
- 76% of schools had water available to students during meal times.
- The average amount of time allotted for lunch was 35 minutes.
- Food vendors provide a variety of nutrition promotion activities (see table).

Method	Percent
Posters	5%
Handouts/brochures	8%
Meal time presentations	28%
Vendor-provided nutrition education	28%
None	7%
Outside speakers	6%
Multimedia	80%
Classroom instruction	51%
Other	6%

Section 6: Local Wellness Policy

- 86% of schools implemented their local wellness policies (LWP) (for LWP distribution information, see table).
- 21% of schools had vending machines available to students.
 - 100% of these schools sold items that comply with the HSA.
- 53% of schools sold food or beverages for fundraisers.
- 19% of schools had a school store.

¹³ Total percent is more than 100% because schools may deliver breakfast in more than one format

¹⁴ Total percent is more than 100% because schools may deliver nutrition promotion in more than one format

Local Wellness Policy Distributed To	Percent ¹⁵
Administrators	61%
Foodservice staff	49%
PTO	56%
Students	29%
Wellness Committee/Council	35%
Other	5%
None	3%

Section 7: Distributing Information

- 86% of schools with vegetarian options informed parents and students of these options.
 - 7% of schools did not have vegetarian options available.
- 79% of schools with milk alternatives informed parents and students of these options.
 - 24% of schools did not have milk alternatives available.
- Schools distributed school health information in various ways (see table below).

Methods Schools Report Using to Distribute School Health Information ¹⁶					
	School Website	School Main Office	School Cafeteria or Eating Areas	This information is not available	Other
Local Wellness Policy	21%	64%	32%	20%	8%
School Menu for Breakfast and Lunch	25%	70%	84%	3%	19%
Nutritional Content of Each Menu Item	9%	34%	75%	15%	10%
Ingredients of Each Menu Item	8%	20%	69%	20%	10%
Information on Where Fruits and Vegetables Served in Schools are Grown and Processed	7%	15%	51%	36%	7%

*Section 8: School Gardens**

- 49% of schools had a school garden.
- 84% of schools participated in *Growing Healthy Schools Week* or *Strawberries and Salad Greens*.

*Section 9: Environmental Literacy**

- 21% of schools offered Environmental Science classes.
 - The average number of students enrolled in these classes was 179.

¹⁵ Total percent is more than 100% because schools may distribute the LWP to more than one audience

¹⁶ Total percent is more than 100% because schools may distribute information using multiple methods

- There are various topics covered by Environmental Science classes (see table).

Environmental Science Topics	Percent¹⁷
Resource Conservation	20%
Health	17%
Water	20%
Land	22%
Air	18%
None	0%
Other	3%

Section 10: Posting and Availability

- 52% of schools made their HSA School Health Profile available online and 83% provided it in the main office.
- 29% of schools shared information about the Healthy Schools Act in other ways (see table below).

Other Ways Schools Share Information about the Healthy Schools Act	
<p><u>Written Methods</u> Classroom Newsletter Flyers Healthy Schools Act Poster Contest Parent Bulletins Parent/Student Handbook Posters on Campus PTA Newsletter School Mailings School Newsletter (Weekly/Monthly) School Posters Student Artwork</p>	<p><u>Events</u> Back-to-School Night Family Fitness Night Parent-Teacher Conferences Parent Education Sessions Parent Workshops PTA Meetings School Assemblies Special Events</p>
<p><u>Online Methods</u> Mass Emails Website</p>	<p><u>Other</u> After-school Activities Classroom Activities/Lessons Food Pantry Give Away Global Citizenship Class Nutrition Classes Share information during lunch and breakfast</p>
<p><u>Oral Methods</u></p>	

¹⁷ Total percent is more than 100% because schools may teach more than one Environment Science topic

Conversations with students around food choices and against bringing unhealthy snacks and meals into school	
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APPENDIX D
Healthy Schools Act School Health Profile Data
2015 Results, Public Charter Schools

All data presented below was self-reported by the school principal or school designee

100% of public charter schools completed the School Health Profile.

Section 1: School Profile

- 99% of schools had a school website.

Section 2: Health Services

- 75% of schools had at least part-time nurse coverage.
- 65% of schools had at least one full-time nurse on staff.
- 64% of schools had a school mental health or comparable program.
- 2% of schools had a psychiatrist on staff.
- 58% of schools had a psychologist on staff.
- 52% of schools had a Licensed Independent Clinical Social Worker on staff.
- 35% of schools had a Licensed Professional Counselor on staff.
- 55% of schools partnered with outside organizations to address students' social-emotional needs.
- 63% of schools believed there is a need for additional behavioral/mental health services.
- 76% of schools used the Child and Adolescent Mobile Psychiatric Unit (ChAMPS) or the Department of Mental Health Access Helpline.
- 98% of schools had an anti-bullying policy.

*Section 3: Health Education Instruction**

- 84% of schools required students to take health education.
- 62% of schools had at least one health teacher.
- 69% of schools had at least one certified or highly qualified health teacher.
- 85% of schools used the OSSE Health Education Standards.
- 39% of schools partnered with outside organizations to provide health education.
- Students in grades K-5 received 37 minutes of health education per week.
- Students in grades 6-8 received 43 minutes of health education per week.
- Schools reported using a variety of methods to provide health education (see table).

Method	Percent
Incorporated into another course	71%
Health education course	41%
Assemblies or presentations	46%
Other	8%
No health education	4%

Section 4: Physical Education Instruction

- 92% of schools required students to take physical education.
- 80% of schools had at least one physical education teacher on staff.
- 93% of schools used the OSSE Physical Education Standards.
- 42% of schools used a physical fitness assessment tool.
- 18% of schools partnered with outside organizations to provide physical activity.
- On average, students received recess 5 times per week for a total of 28 minutes.
- Students in grades K-5 received 99 minutes per week of physical education.
 - 87% of class time is devoted to physical activity
- Students in grades 6-8 received 135 minutes per week of physical education.
 - 76% of class time is devoted to physical activity

Method	Percent
Active recess	81%
After-school activities	83%
Athletic programs	57%
Movement in the classroom	83%
Walk or bike to school	75%
Safe routes to school	24%
Other	1%
None	13%

Section 5: Nutrition

- 59% of schools used Revolution Foods as their food vendor.
- 99% of schools served free breakfast.
- 69% of schools served breakfast in the classroom.
 - Schools also served breakfast using alternative methods (see table).

Alternative Breakfast Models	Percent²⁰
Cafeteria	65%

¹⁸ Total percent is more than 100% because schools may deliver health education in more than one format

¹⁹ Total percent is more than 100% because schools may deliver physical activity in more than one format

²⁰ Total percent is more than 100% because schools may deliver breakfast in more than one format

Grab n Go cart	24%
Other	4%

- 99% of school meals complied with the Healthy Schools Act and Healthy, Hunger Free Kids Act of 2010.
- 96% of schools served food that is locally grown or processed.
 - 98% of schools served local food at breakfast.
 - 99% of schools served local food at lunch.
- 95% of schools had water available to students during meal times.
- The average amount of time allotted for lunch was 35 minutes.
- Food vendors provide a variety of nutrition promotion activities (see table).

Method	Percent
Posters	78%
Handouts/brochures	62%
Vendor-provided nutrition education	46%
Meal time presentations	45%
Outside speakers	12%
Classroom instruction	15%
None	9%
Multimedia	8%
Other	4%

*Section 6: Local Wellness Policy**

- 99% of schools implemented their local wellness policies (LWP) (for LWP distribution information, see table).
- 18% of schools had vending machines available to students.
 - 95% of these schools sold items that comply with the HSA.
- 30% of schools sold food or beverages for fundraisers.
- 17% of schools had a school store.
- Schools reported distributing their local wellness policies to various stakeholders (see table).

²¹ Total percent is more than 100% because schools may deliver nutrition promotion in more than one format

Local Wellness Policy Distributed To	Percent ²²
Administrators	82%
Foodservice staff	70%
PTO	76%
Wellness Committee/Council	70%
Students	56%
Other	15%
None	3%

Section 7: Distributing Information

- 98% of schools with vegetarian options informed parents and students of these options.
 - 3% of schools did not have vegetarian options available.
- 96% of schools with milk alternatives informed parents and students of these options.
 - 8% of schools did not have milk alternatives available.
- Schools distributed school health information in various ways (see table).

Methods Schools Report Using to Distribute School Health Information ²³					
	School Website	School Main Office	School Cafeteria or Eating Areas	This information is not available	Other
Local Wellness Policy	77%	85%	42%	2%	10%
School Menu for Breakfast and Lunch	82%	82%	66%	0%	20%
Nutritional Content of Each Menu Item	37%	52%	51%	7%	24%
Ingredients of Each Menu Item	34%	51%	45%	8%	24%
Information on Where Fruits and Vegetables Served in Schools are Grown and Processed	35%	47%	46%	9%	27%

Section 8: School Gardens

- 32% of schools had a school garden.
- 57% of schools participated in *Growing Healthy Schools Week* or *Strawberries and Salad Greens*.

Section 9: Environmental Literacy

- 34% of schools offered Environmental Science classes.
 - The average number of students enrolled in these classes was 173.

²² Total percent is more than 100% because schools may distribute the LWP to more than one audience

²³ Total percent is more than 100% because schools may distribute information using multiple methods

- There are various topics covered in Environmental Science classes (see table).

Environmental Science Topics	Percent²⁴
Resource Conservation	18%
Land	24%
Air	17%
Water	18%
Health	18%
None	0%
Other	5%

Section 10: Posting and Availability

- 86% of schools made their HSA School Health Profile available online and 52% provided it in the main office.
- 27% of schools shared information about the Healthy Schools Act in other ways (see table below).

Various Ways in Which Schools Share information about the HSA	
<p><u>Written Methods</u> Banner in Cafeteria Letters to Parents Pamphlets Parent/Student Handbook School Mailings School Newsletter (weekly/monthly) Signs/Posters on Campus</p>	<p><u>Events</u> Back-to-School Night Community Meetings Parent at Apple Tree Meeting Parent Meetings Parent Training/Workshops PTA Meetings School Assembly Student Cooking Demos at Lunch Student Orientations</p>
<p><u>Online Methods</u> ConnectEd Online Mass Emails Website</p>	<p><u>Other</u> Health Education Classes Parent Center Share information from OSSE Trainings and HSA Updates Student Report Cards Weekly Principal’s Message Wellness Committee</p>
<p><u>Oral Methods</u> Children share lessons with peers regarding nutrition & exercise Conversations with students about nutrition Conversations with parents</p>	

²⁴ Total percent is more than 100% because schools may teach more than one Environment Science topic

APPENDIX E
Healthy Schools Act Compliance Determination Visit Checklist,
SY 2014-2015

DC Healthy Schools Act Section 206: Healthy vending, fundraising, and prizes in public schools

Contact Type:	Site Visit ____	Corrective Action ____	Penalty ____
Date:			
Facility/School:			
School Contact:			

COMPLIANCE DETERMINATION

Based on the Healthy Schools Act LWP Implementation TA Site Visit, are program operations in compliance with the requirements set forth in Sec. 206?

Yes No N/A

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Beverages and snack foods provided or sold in vending machines*? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Beverages and snack foods provided or sold for fundraisers*? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Beverages and snack foods provided or sold as snacks*? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Beverages and snack foods provided or sold as after-school meals*? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foods and beverages sold in school stores? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foods and beverages used as incentives, prizes or awards? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food or beverages advertised or marketed in schools? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Third parties not permitted to sell foods or beverages on school property from 90 minutes before the school day begins until 90 minutes after the school day ends? |

Standard: Any "No" answers require a corrective action plan. Use the attached Corrective Action Plan Form to describe the problem and the action to be taken. A follow-up review must be conducted with 45 calendar days. Anticipated date of follow-up review: _____

*Exempt from the requirements of Sec. 206 (a)

- Food and drinks available only to faculty and staff members; provided that school employees shall be encouraged to model healthy eating;
- Food provided at no cost by parents;
- Food sold or provided at official after-school events;
- Adult education programs; and
- Food not consumed or marketed to students

DC Healthy Schools Act Title II: School Nutrition

Contact Type:	Site Visit _____	Corrective Action _____	Penalty (Sec. 206) _____
Date:			
Facility/School:			
School Contact:			

COMPLIANCE DETERMINATION

Based on the Healthy Schools Act LWP Implementation TA Site Visit, are program operations in compliance with the requirements set forth in Title II?

Yes No N/A

- Schools offer free breakfast to all students?
- Schools do not charge students for meals if the students qualify for reduced-price meals?
- Schools provide meals that meet the needs of children with diagnosed medical conditions?
- Schools provide at least 30 minutes for students to eat lunch and sufficient time during the lunch period for every student to pass through the line?
- Schools participate in federal nutritional and commodity foods programs whenever possible?
- Schools provide food service provider information (i.e. menu, nutritional content, ingredients, and location) to parents and legal guardians upon request?
- Schools comply with Sec. 206 Healthy vending, fundraising, and prizes in public schools (See attached Sec. 206 Compliance Determination Form)?

Standard: Any "No" answers require a corrective action plan. Use the attached Corrective Action Plan Form to describe the problem and the action to be taken. A follow-up review must be conducted with 45 calendar days. Anticipated date of follow-up review: _____

DC Healthy Schools Act Title IV: Physical and Health Education

Contact Type:	Site Visit _____	Corrective Action _____
Date:		
Facility/School:		
School Contact:		

COMPLIANCE DETERMINATION

Based on the Healthy Schools Act LWP Implementation TA Site Visit, are program operations in compliance with the requirements set forth in Title IV?

Yes No N/A

- School promotes the goal for children to engage in physical activity for 60 minutes each day?
- School seeks to maximize physical activity by means including (1) Promoting active recess, (2) Including physical activity in after-school activities, and (3) Integrating movement into classroom instruction?
- For students in kindergarten through Grade 5, physical education is provided an average of at least 30 minutes per week?
- For students in Grades 6 through 8, physical education is provided an average of at least 45 minutes per week?
- At least 50% of physical education class time is devoted to actual physical activity?
- For students in Grades kindergarten through 8, health education is provided an average of at least 15 minutes per week?
- A student with disabilities has suitably adapted physical education incorporated as part of the IEP developed for the student?
- Requiring or withholding physical activity is *not* used to punish students?

_____ # of Health Education minutes grades K-8
 _____ # of PE minutes grades K-5
 _____ # of PE minutes grades 6-8

Standard: Any "No" answers require a corrective action plan. Use the attached Corrective Action Plan Form to describe the problem and the action to be taken. A follow-up review must be conducted with 45 calendar days. Anticipated date of follow-up review: _____

APPENDIX F
DC Physical and Health Education Grantees, SY 2015-2016

School	Type	Ward	Project Summary	Award Amount
Achievement Prep Public Charter School	PCS	8	<ul style="list-style-type: none"> Grant funds will be used to hire an additional physical education teacher and purchase equipment. 	\$100,000
Bridges Public Charter School	PCS	4	<ul style="list-style-type: none"> Grant funds will be used to expand current physical education and health education offerings to include a more dynamic curriculum and additional equipment. 	\$100,000
Capital City Public Charter School	PCS	4	<ul style="list-style-type: none"> Grant funds will support additional physical education and health education for students and professional development for staff. 	\$100,000
Creative Minds International Public Charter School	PCS	1	<ul style="list-style-type: none"> Grant funds will be used to hire an additional physical education teacher and purchase equipment. 	\$100,000
Elsie Whitlow Stokes Public Charter School	PCS	5	<ul style="list-style-type: none"> Grant funds will support a school-wide wellness initiative which includes additional physical education and health education. 	\$100,000
Mundo Verde Public Charter School	PCS	5	<ul style="list-style-type: none"> Grant funds will be used to create a robust wellness program that allows all students to receive the required amount of physical education and health education. 	\$100,000

APPENDIX G
Schools that Received Healthy Schools Act Compliance Visits, SY 2014-2015²⁵

School	Ward	Date of Visit	# of Health Education min/week	# of PE min/week
BASIS DC Public Charter School	2	03/18/2015	100	100
Cedar Tree Public Charter School	8	05/04/2015	75	150
Center City Public Charter School	6	02/25/2015	90	135 (K-5); 135 (6-8)
Eagle Academy Public Charter School	8	05/29/2015	45	45
E.L. Haynes Public Charter School	4	04/30/2015	60	80 (K-5); 90 (6-8)
E.W. Stokes Public Charter School	5	01/30/2015	75	150
Excel Academy Public Charter School	8	01/15/2015	90	80 (K-5); 135 (6-8)
Friendship Public Charter School – Collegiate Academy	5	03/03/2015	365 (9-12)	365 (9-12)
Friendship Public Charter School – Woodridge Elementary	5	03/03/2015	75	80 (K-5); 80 (6-8)
Howard University Middle School	1	03/10/2015	90	150
Ingenuity Prep Public Charter School	8	12/02/2014	75	175
KIPP DC Public Charter School – College Prep Campus	5	03/09/2015	160 (9-12)	300 (9-12)
KIPP DC Public Charter School – Northeast Campus	5	03/11/2015	75	225
KIPP DC Public Charter School – Quest Campus	7	03/10/2015	75	225
Latin American Youth Center – Career Academy	1	12/12/2014	Exempt	Exempt
National Children’s Center	8	03/12/2015	75	60
Sela Public Charter School	4	01/13/2015	45	90-135*
Somerset Prep Public Charter School	8	02/24/2015	60-90*	180-270*
William E. Doar Jr. Public Charter School	5	06/02/2015	75	180 (K-5); 225 (6-8)

*Variation in time is due to school scheduling; one week students receive class 3 days per week and the next week 2 days per week. The weeks alternate in this manner for the remainder of the school year.

²⁵ Note: Last school year, site visits were focused on DCPS so this year site visits were focused on PCS.

APPENDIX H
Community-Based Organizations that Partnered with Schools on Physical and Health Education,
SY 2014-2015

Community Based Organization	HE/PE	# Schools
Action for Healthy Kids (AFHK)	PE	1
Afterschool Youth Athletics	PE	1
Alliance for a Healthier Generation	BOTH	3
American Heart Association	HE	1
American Red Cross	HE	1
Archery Association	PE	1
Arthur Ashe Tennis Program	PE	1
Atlas Fitness	PE	1
Big Brothers Big Sisters of America	PE	2
Build Our Kids Success (BOKS)	BOTH	6
Care for Teachers	HE	1
Carol M. White PEP (DCPS)	HE	1
Catholic University Nursing Department	HE	1
Children's Hospital	BOTH	3
Children's National Medical Center	HE	2
Children's School Services	HE	1
City Cycles	PE	1
College Park Jr. Tennis Center	PE	1
DC Athletic Association	HE	1
DC Department of Parks & Recreation	PE	2
DC Greens	HE	1
DC Rape Crisis Center	HE	2
DC Scores	BOTH	5
DC Smiles	HE	3
Department of Behavioral Health (DBH)	HE	3
Department of Health (DOH)	HE	7
Discovery Education	HE	1
Dr. Jeri Dyson Speaks	HE	1
Embassy of Korea	BOTH	4
FAIR Girls	HE	2
Food Prints	HE	4
Fresh Fruits and Vegetables Program	HE	1
Friends of Fort Dupont Ice Arena	PE	1
George Washington University	BOTH	2
George Washington University School of Medicine	HE	2
Girls on the Run	BOTH	4

Good Ground Good Life	HE	1
Grass Roots	BOTH	11
Health Snack	HE	1
HealthCrops	HE	1
Institute for America's Health	BOTH	2
Jump Rope for Heart	BOTH	2
Junior Jamm Fitness	PE	1
Kaiser Permanente	HE	6
Lamond Recreation Center	PE	1
Latin American Youth Center (LAYC)	HE	4
Metro TeenAIDS	HE	18
Mindful Schools	HE	1
Move This World	PE	1
New Heights	HE	1
NFL RUSH Play60	BOTH	2
P&G Always Changing Program	HE	1
Peer Health Exchange	HE	5
Playworks	BOTH	8
Power Tots (After School Program)	PE	1
Promising Futures	HE	1
Revolution Foods	HE	4
Roda Movements	PE	1
Sasha Bruce Youthwork	HE	1
Shape America	PE	1
Signs of Suicide (SOS)	HE	1
Southeast Tennis and Learning Center	PE	1
Spark	HE	1
Speak Up Be Safe	HE	1
Special Olympics	PE	1
Sports for Sharing	HE	1
St. Jude's Hospital	HE	1
Student Support Center	HE	1
Supplemental Nutrition Assistance Program (SNAP)	HE	1
Sweet Green	HE	1
Teen Outreach Program (TOP)	HE	1
The 4H Club with The University of the District of Columbia	HE	1
Turkey Thicket Recreation Center	HE	1
United Way (Fun Fly and Fit)	PE	1
University of Maryland	HE	1
US Tennis Association	PE	2
Washington Area Bicyclist Association	PE	1

Washington Ballet	PE	1
Washington Education Tennis Center	PE	1
Washington Nationals Youth Baseball Academy	PE	2
Washington Regional Alcohol Program (WRAP)	HE	1
Y.O.U.R.	HE	2
YMCA	BOTH	6
Yogachai	PE	1

APPENDIX I

Agenda from OSSE/Action for Healthy Kids Teacher Wellness Symposium, August 2015

SESSION 1 10:00 –10:55 am	Session Title	Speaker Information
Room 300	School Wellness 101:	<p>Stew Eidel <i>Chief, Professional Development and Technical Assistance Maryland State Department of Education</i></p> <p>Lea Jaspers <i>Wellness Specialist Maryland State Department of Education</i></p> <p>Session Description - This session will provide a brief overview of wellness policies as required by the USDA. Participants will be provided with tools and resources for schools to design their own goals, activities, and steps to support school-level implementation of wellness policies. Best practices will be identified through the introduction of the Alliance for a Healthier Generation Healthy Schools Program Assessment.</p>
Room 101	Making Moves in the Classroom	<p>Carol R. Miller, RD, M. Ed, LDN <i>Training Coordinator University of Maryland Extension, SNAP-Ed</i></p> <p>Erin Braunscheidel Duru, MHS, RD, LDN <i>Assistant Director of Programs; University of Maryland Extension, SNAP-Ed</i></p> <p>Jane Kostenko, M.Ed, BS, BA <i>Agent Associate and Project Leader; University of Maryland Extension, SNAP-Ed</i></p> <p>Session Description - Are you looking for ways to add movement to your students' classroom day and encourage your school families to be more physically active? Participants attending this interactive session will learn about the science supporting physical activity, discuss examples of how to engage youth in classroom movement and identify opportunities to integrate movement in their teaching. Lessons will be demonstrated using Maryland SNAP-Ed nutrition education resources for elementary aged youth.</p>

Room 102	School Meals 101:	<p><i>Patrilie Hernandez</i> <i>Anti-Hunger Program Associate</i> <i>DC Hunger Solutions</i></p> <p>Session Description - This session will focus on highlighting the importance of federal child nutrition programs in alleviating food insecurity and malnutrition among children as well as utilizing teacher engagement to help increase school meal participation. Teachers will learn best practices for implementing breakfast in the classroom, how to integrate school meals into curriculum lessons, as well as learn about other programs that help reduce hunger for their students.</p>
SESSION 2 11:00–11:55am	Session Title	Speaker Information
Room 300	Engaging Out-of-School Time Programs in Your School Wellness Goals	<p><i>Ava Young</i> <i>National Network Manager - HOST</i> <i>Alliance for a Healthier Generation</i></p> <p><i>Kristy McCarron</i> <i>YMCA of Metropolitan Washington</i></p> <p>Session Description - Join the Alliance they discuss the importance of involving out-of-school time programs in your school's health and wellness goals. Topics will include collaborative resource sharing, diversifying wellness councils, and family/community engagement. We will be joined by local OST representatives who will speak to their experiences working with schools to build momentum for an overall healthier community.</p>
Room 101	Physical Activity + Nutrition = SuperFood for Students	<p><i>Ellen Ormsby</i> <i>Mid-Atlantic Regional Manager US Games</i></p> <p><i>Stephanie Folkens</i> <i>Curriculum and Quality Assurance Manager; Common Threads</i></p> <p>Session Description - Teaching students about nutrition and healthy eating is an essential component of quality education. This workshop will provide strategies to help educators integrate nutrition education into various classroom settings as a way to reinforce nutrition concepts through a series on hands-on activities and games that integrate MyPlate educational objectives.</p>

<p>Room 102</p>	<p>Mind Body Medicine for Mental and Social Health</p>	<p>Heather Chapman, LCSW-C <i>Deputy Director; Ben Franklin Center for Community Schools</i></p> <p>Wendy Shai, EdD, MSW <i>Clinical Assistant Professor & Executive Director; University of Maryland, Baltimore, The Center for Positive School Climate and Supportive Discipline</i></p> <p>Mary Neznak <i>Special Education Teacher; DCPS, Center for Mind Body Medicine</i></p> <p>Session Description - The mental and social well-being of students is often undervalued when creating a positive school climate and learning environment. This session will begin by defining a community school and school climate and will then explore the principles and theories of trauma that can provide best practices for student-focused mental health training, support, and outreach. Stress reduction techniques such as meditation, music therapy, visualization, and art expression will also be introduced.</p>
<p>Key Note Address Room 300</p>	<p>But I Was Just Trying to Help: Why It's Time to Make a Well-Being Ultimatum</p>	<p>Suzie Carmack, PhD, MFA, MEd <i>American University; drsuziecarmack.com</i></p> <p>Session Description - Are your efforts to help, lead, teach and/or heal others putting your own health and happiness at risk? You care deeply about others, and you have dedicated your life's work to helping and/or healing them. But it also means that you are at risk of compassion fatigue -- a condition caused when caring too much actually starts to hurt your well-being. When caregivers like you focus too much on others, without practicing your own self-care, you are more likely to suffer from burnout, apathy, isolation, distress and/or substance abuse. In this inspiring keynote session, internationally-renowned well-being scholar Dr. Suzie Carmack will unpack the research surrounding the little-known condition of compassion fatigue. She'll discuss how you can tell if you or someone you care about is suffering from it, and what to do about it.</p>
<p>SESSION 3 1:00-1:55pm</p>	<p>Session Title</p>	<p>Speaker Information</p>

Room 300	Lettuce Get Busy Growing Healthy Habits!	<p><i>Liat Mackey, MAgr, RDN, LDN</i> <i>Family and Consumer Sciences Educator; Univ. of Maryland Extension</i></p> <p><i>Joe Ludes</i> <i>REAL School Gardens Educator; REAL School Gardens</i></p> <p>Session Description - Want kids to eat their fruits and veggies and get excited about learning? Get them planting and nurturing their own healthy habits as they dig into Growing Healthy Habits and REAL School Gardens. The Growing Healthy Habits curriculum will show how elementary teachers, youth leaders and novice gardeners can enrich classroom or afterschool education with core curriculum linked lessons and activities that provide learning and tasting opportunities that embolden youth to try new vegetables. REAL School Gardens will explore the academic potential of different garden features, how schools can convert existing space into school gardens, and use of several outdoor classroom management techniques.</p>
Room 101	Active Learning in the Classroom - Simplified	<p><i>Ewunike Akpan</i> <i>Associate Manager, Mid-Atlantic Region</i> <i>BOKS - Build Our Kids' Success</i></p> <p>Session Description - Healthy and active kids are better learners! In this session, attendees will learn about practical ways that every teacher, regardless of their exercise experience can adopt and use strategies to bring short intervals of physical activity into their classrooms.</p>
Room 102	Effective Grant Writing for School Health Efforts	<p><i>Alice 'Ali' Patty, MSH</i> <i>Sr. Program manager for Kaiser Permanente; Community Benefit</i></p> <p><i>Destiny-Simone Ramjohn, Ph.D</i> <i>Evaluator for Kaiser Permanente; Community Benefit</i></p> <p><i>Carl Burke</i> <i>Grants Program Manager for Kaiser Permanente; Community Benefit</i></p> <p>Session Description - This session will provide real examples and feedback from grant recipients, grant managers, and evaluation experts on how to avoid common pitfalls with grant writing. This panel style session seeks to explore what grantors think about when releasing Requests for Proposal's (RFPs), what grant reviewers look for and how solid evaluation can be a key contributor to successfully obtaining grant funds.</p>
SESSION 4 2:00-2:55pm	Session Title	Speaker Information

Room 300	Cooking in the Classroom with The 7-Day Healthy	<p>Kimberly Young, MA <i>Certified Culinary Nutrition Expert; President, Healthy Little Cooks</i></p> <p>Session Description - <i>The 7-Day Healthy Cooking Challenge is a culinary nutrition program that teaches students how to translate standard nutrition education into hands-on healthy cooking concepts and activities that can be applied in daily life. This workshop will also address the barriers teachers often face when bringing food into the classroom and identifies the measurable impacts cooking has in nutrition education.</i></p>
Room 101	Health Takes Center Stage	<p>Megan Brannon, M.Ed <i>Creative Drama Education Specialist; Kaiser Permanente</i></p> <p>Rachael Wooden <i>Creative Drama Education Specialist; Kaiser Permanente</i></p> <p>Damion Perkins <i>Creative Drama Education Specialist; Kaiser Permanente</i></p> <p>Session Description - <i>What if health could come alive in the classroom with role-play, creativity and imagination? In this workshop, Kaiser Permanente’s educational theater specialists pass onto participants some of their best practices and most effective theater strategies that they use to teach health in the classroom. This class targets all educators looking for new strategies and new ways to look at health education.</i></p>
Room 102	Peaceful Kids, Peaceful Classrooms: Using Yoga to Promote Healthy and Safe Schools	<p>Katherine Felter, M.A. <i>DCPS Teacher and Yoga Instructor</i></p> <p>Nicole Cardoza <i>Founder and ED, Yoga Foster</i></p> <p>Session Description - <i>In this presentation, attendees will learn about a comprehensive yoga program that they can implement in their classrooms. They will hear from a current DCPS teacher and yoga instructor who use the Yoga Foster program in the classroom and in an afterschool program. Participants will learn about the benefits of yoga and will be able to learn specific yoga poses, games, breathing techniques and guided visualization to help sharpen mental capacity, executive functions, and concentration while supporting an increase in calmness, confidence, patience and compassion.</i></p>
Panel Discussion 3:00-3:45 pm Room 300	Wellness in Motion - School Level Stories of Success <i>Moderator: Kelley Bickersteth</i>	
<p>Stacey Mazcko; Food and Nutrition Services; Anne Arundel County Public Schools Bio requested</p> <p>Heather Sauve; Parent Advocate</p>		

Heather is a PTA Leadership member who helped create and chair the 2Fit2Quit Committee and Wellness Council at Oakridge Elementary, Arlington, VA. She is an active volunteer in school wellness programs and initiatives while being a single mom and working full time at Little Diversified Architecture.

Serena Harris; 2nd Grade Teacher and Garden Club Leader; Patterson Park PCS; Baltimore, Maryland

Bio requested

Serena is a second grade teacher at Patterson Park Public Charter School. She started a school gardening program at the school in 2007. Students meet once a week after school to learn about gardening and nutrition. Ms. Harris uses gardening as a tool to teach students about nutrition and developing healthy eating habits. She is also a member of the school's Wellness Team.

Tia Marie Brumsted; Director of Student Wellness; E.L. Haynes DC Public Charter School

Tia Marie is the Director of Student Wellness at E.L. Haynes Public Charter School. She joined the E.L. Haynes team in 2011 as the founding social worker for the high school. She holds a BA in psychology from Spelman College, masters in clinical social work from Smith College School for Social Work, and a postgraduate certificate in Cognitive Behavioral Treatment from Adelphi University School of Social Work. Tia Marie has been practicing school social work in the metropolitan area for nine years.

Jennifer Mampara; Community Advocate

Jennifer has years of experience teaching young children how to grow and eat healthy foods. Originally from Colorado, she earned her Masters from Teachers College at Columbia University in Nutrition and Education, and worked with a number of non-profits and universities in New York. She is also a certified teacher in the DC and spent four years teaching 1st, 2nd and 3rd grade in DC Public Schools. She is currently the FoodPrints Program Director, and helped launch the program at a DCPS, Watkins Elementary School, in the fall of 2009. Under her direction, FoodPrints has grown from a program serving 200 children at one school to currently reaching over 2,200 children at five different public schools. She enjoys preparing delicious and nutritious meals with her family of five every day.

Rictor Craig; Principal

Craig holds a BA in Professional English from North Carolina A&T State University, a MAT from Morgan State University, and a MS in Administration from Trinity Washington University. Craig attributes his love of learning to his parents, who didn't have the same opportunities as him when it came to education. He is the principal at Woodridge Elementary and Middle School which is part of Friendship Public Charter School. His mission as a principal is to provide a Tier 1 education to students of color to ensure that all students, no matter the socio-economic background or race, receive an exceptional education to ensure they are prepared to get TO and THROUGH college.

APPENDIX J

Agenda from School Health Professional Development Day, August 2015

OSSE School Health Professional Development Day

August 19, 2015

810 First Street NE- 3rd floor ballroom

SIGN-IN, REGISTRATION (8:30-8:45AM) – (Breakfast will be provided)

MORNING SESSION (8:45AM to 12:00PM)

- 1- Contraception 101
- 2- Referral System and Resource Guide/ Bullying Toolkit Training

LUNCH (12:00PM to 12:30PM) – (Lunch will be provided)

- Health Education Raffle
- Announcements

AFTERNOON SESSION (12:30PM- 4:00PM)

- 1- School Health Index Tool
- 2- Physical Education- BOKS, Corssfit, and *One Breath at a Time (Yoga)

CLOSING, ANNOUNCEMENTS (4:00PM)

APPENDIX K FITNESSGRAM Test Information



FITNESSGRAM® Tests *Six Recommended Tests Are Bolded*

AEROBIC CAPACITY

- 1) **PACER** (Progressive Aerobic Cardiovascular Endurance Run) – Set to music, a paced, 20-meter shuttle run increasing in intensity as time progresses
Or:
 - One-Mile Run – Students run (or walk if needed) one mile as fast as they can
 - Walk Test – Students walk one mile as fast as they can (for ages 13 or above since the test has only been validated for this age group)



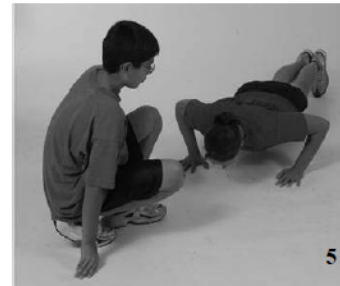
BODY COMPOSITION

- 2) **Skin Fold Test** – Measuring percent body fat by testing the tricep and calf areas
Or:
 - Body Mass Index – Calculated from height and weight



MUSCULAR STRENGTH AND ENDURANCE

- 3) **Curl Up** – Measuring abdominal strength and endurance, students lie down with knees bent and feet unanchored. Set to a specified pace, students complete as many repetitions as possible to a maximum of 75
- 4) **Trunk Lift** – Measuring trunk extensor strength, students lie face down and slowly raise their upper body long enough for the tester to measure the distance between the floor and the student's chin
- 5) **Push-Up** – Measuring upper body strength and endurance, students lower body to a 90-degree elbow angle and push up. Set to a specified pace, students complete as many repetitions as possible
Or:
 - Modified Pull-Up (proper equipment required) – With hands on a low bar, legs straight and feet touching the ground, students pull up as many repetitions as possible
 - Flexed Arm Hang – Students hang their chin above a bar as long as possible



FLEXIBILITY

- 6) **Back-Saver Sit and Reach** – Testing one leg at a time, students sit with one knee bent and one leg straight against a box and reach forward
Or:
 - Shoulder Stretch – With one arm over the shoulder and one arm tucked under behind the back, students try to touch their fingers and then alternate arms



APPENDIX L

Physical Activity for Youth Grantees and Project Descriptions, SY 2015-2016

School	Type	Ward	Project	Award Amount
Ballou High School	DCPS	8	<ul style="list-style-type: none"> Grant funds will support the implementation of a goal-oriented running program and a social emotional learning curriculum. 	\$10,000
Bancroft Elementary School	DCPS	1	<ul style="list-style-type: none"> Grant funds will support physical activity and healthy-living programming for students in Grades 1 through 5. 	\$10,000
Bridges Public Charter School	PCS	4	<ul style="list-style-type: none"> Grant funds will support the purchase of fitness equipment and the salary of a physical education teacher. 	\$10,000
Capital City Public Charter School	PCS	4	<ul style="list-style-type: none"> Grant funds will support after school sports programming for middle school students. 	\$10,000
Cardozo Education Campus	DCPS	1	<ul style="list-style-type: none"> Grant funds will support the implementation of a goal-oriented running program and a social emotional learning curriculum. 	\$10,000
Creative Minds International Public Charter School	PCS	4	<ul style="list-style-type: none"> Grant funds will support the salary of a full-time physical education teacher. 	\$9,990
District of Columbia International School	PCS	1	<ul style="list-style-type: none"> Grant funds will support the salary of a second full-time physical education teacher who will expand physical activity programming during breakfast and lunch periods. 	\$9,999

School	Type	Ward	Project	Award Amount
Duke Ellington School of the Arts	DCPS	2	<ul style="list-style-type: none"> Grant funds will support a pilot flag football club. 	\$7,529
E.L. Haynes Public Charter School	PCS	1	<ul style="list-style-type: none"> Grant funds will support the Athletic Director's salary to implement the athletic code of conduct and eligibility framework, plan and manage new athletic space, and pilot the SPARK curriculum. 	\$10,000
Eagle Academy Public Charter School	PCS	8	<ul style="list-style-type: none"> Grant funds will support the integration of swim lessons into the physical education curriculum for students in Grades 2 and 3. 	\$10,000
Early Childhood Academy Public Charter Schools	PCS	8	<ul style="list-style-type: none"> Grant funds will support the purchase of physical activity equipment and the implementation of yoga classes. 	\$10,000
Hart Middle School	DCPS	8	<ul style="list-style-type: none"> Grant funds will support daily, after school physical fitness for students, as well as health, nutrition, leadership, and healthy cooking classes. 	\$10,000
Ideal Academy Public Charter Schools	PCS	4	<ul style="list-style-type: none"> Grant funds will support the salary of a full-time physical education teacher. 	\$10,000
John Burroughs Education Campus	DCPS	5	<ul style="list-style-type: none"> Grant funds will support the purchase of new physical activity equipment. 	\$9,984
John Eaton Elementary School	DCPS	3	<ul style="list-style-type: none"> Grant funds will support dance, yoga, soccer, kickball, and other fitness club programming for students. 	\$8,899

School	Type	Ward	Project	Award Amount
Johnson Middle School	DCPS	8	<ul style="list-style-type: none"> Grant funds will support the implementation of a goal-oriented running program and a social emotional learning curriculum. 	\$10,000
KIPP DC Public Charter School – Quest Academy	PCS	7	<ul style="list-style-type: none"> Grant funds will support CityDance programming. 	\$5,000
Luke C. Moore High School	DCPS	5	<ul style="list-style-type: none"> Grant funds will support an arts residency that provides weekly dance programming for students. 	\$10,000
Marie Reed Elementary School	DCPS	1	<ul style="list-style-type: none"> Grant funds will support physical activity and healthy-living programming for students in grades 1 through 5. 	\$10,000
Mundo Verde Public Charter School	PCS	5	<ul style="list-style-type: none"> Grant funds will support the salaries of the physical education and yoga teachers, and the purchase of physical education equipment. 	\$10,000
Neval Thomas Elementary School	DCPS	7	<ul style="list-style-type: none"> Grant funds will support soccer and poetry programming. 	\$10,000
Noyes Education Campus	DCPS	5	<ul style="list-style-type: none"> Grant funds will support summer sports camps and after school athletic programs. 	\$10,000
Patterson Elementary School	DCPS	8	<ul style="list-style-type: none"> Grant funds will support Playworks in providing active recess. 	\$10,000
Paul Public Charter School	PCS	4	<ul style="list-style-type: none"> Grant funds will support yoga and Zumba programming for students. 	\$10,000

School	Type	Ward	Project	Award Amount
Payne Elementary School	DCPS	6	<ul style="list-style-type: none"> Grant funds will support school-wide dance assemblies and after school dance programming. 	\$5,350
Raymond Education Campus	DCPS	4	<ul style="list-style-type: none"> Grant funds will support implementation of the Kid Fit 101 program from Nu-You Services. 	\$10,000
River Terrace Elementary School	DCPS	7	<ul style="list-style-type: none"> Grant funds will support an intensive arts residency that provides weekly dance programming for students. 	\$10,000
Roosevelt High School	DCPS	4	<ul style="list-style-type: none"> Grant funds will support the implementation of a number of after school enrichment programs including dance, tennis, and soccer, as well as outdoor activities such as kayaking, water rafting, and hiking. 	\$9,739
School for Educational Evolution and Development	PCS	7	<ul style="list-style-type: none"> Grant funds will support the purchase of aerobic exercise equipment. 	\$10,000
Seaton Elementary School	DCPS	6	<ul style="list-style-type: none"> Grant funds will support soccer and poetry programming. 	\$10,000
Smothers Elementary School	DCPS	7	<ul style="list-style-type: none"> Grant funds will support an arts residency that provides weekly dance programming to students. 	\$10,000
Stoddert Elementary School	DCPS	3	<ul style="list-style-type: none"> Grant funds will support the purchase of physical activity equipment, cover bus transportation costs for field trips, and support the implementation of Dancing Classrooms programming. 	\$9,150
Thomson Elementary School	DCPS	2	<ul style="list-style-type: none"> Grant funds will support soccer and poetry programming. 	\$10,000

School	Type	Ward	Project	Award Amount
Thurgood Marshall Academy Public Charter School	PCS	8	<ul style="list-style-type: none"> Grant funds will support the expansion of girls' athletics. 	\$10,000
Walker-Jones Education Campus	DCPS	6	<ul style="list-style-type: none"> Grant funds will support a total wellness curriculum through skating, stretching, agility, and coordination. 	\$10,000
Wilson High School	DCPS	3	<ul style="list-style-type: none"> Grant funds will support the implementation of a number of after school enrichment programs including dance, tennis, and soccer, as well as outdoor activities such as kayaking, water rafting, and hiking. 	\$8,504

APPENDIX M

Physical Activity for Youth Grantees and Project Descriptions, SY 2014-2015

School	Type	Ward	Project	Award Amount
Bancroft Elementary School	DCPS	1	<ul style="list-style-type: none"> Partnered with Sports for Sharing, Inc. to provide physical activity and healthy-living classes before and after school. 	\$10,000
Bruce-Monroe Elementary School at Park View	DCPS	1	<ul style="list-style-type: none"> Developed a Healthy Play Initiative that funded Playworks-led activity programs before, during, and after school. 	\$10,000
Capital City Public Charter School-Middle School	PCS	4	<ul style="list-style-type: none"> Supported 16 sport activities held throughout the year. 	\$10,000
Cesar Chavez School for Public Policy-Capitol Hill High School	PCS	6	<ul style="list-style-type: none"> Partnered with Teens Run DC to offer a mentoring and distance running program that promoted the physical, mental, and emotional health of youth. 	\$10,000
DC Bilingual Public Charter School	PCS	1	<ul style="list-style-type: none"> Supported the Physical Activity coordinator. Implemented physical activities before and after school. Improved data collection methods for measuring students' fitness. 	\$10,000

School	Type	Ward	Project	Award Amount
E.L. Haynes Public Charter School	PCS	1	<ul style="list-style-type: none"> Developed a comprehensive, well-rounded athletics program. Subsidized athletic director's salary. 	\$10,000
Eagle Academy Public Charter School	PCS	8	<ul style="list-style-type: none"> Created a summer camp that included tennis, football, volleyball, soccer, t-ball, basketball, and swimming. 	\$10,000
Early Childhood Academy Public Charter School	PCS	8	<ul style="list-style-type: none"> Partnered with Project Safe Play to remove an old playground and install a new playground. 	\$10,000
E.W. Stokes Public Charter School	PCS	5	<ul style="list-style-type: none"> Created an all-weather, year-round physical activity space for physical activities and physical education classes. 	\$10,000
Excel Academy Public Charter School	PCS	8	<ul style="list-style-type: none"> Partnered with Friends of Fort Dupont Ice Arena to offer ice-skating lessons during the summer, after school, and on weekends. 	\$10,000
Garrison Elementary School	DCPS	2	<ul style="list-style-type: none"> Partnered with DC SCORES to provide soccer programming to students. 	\$10,000
John Eaton Elementary School	DCPS	3	<ul style="list-style-type: none"> Offered dance before, during, and after the school day. 	\$10,000

School	Type	Ward	Project	Award Amount
KIPP Public Charter School- Benning Road Campus	PCS	7	<ul style="list-style-type: none"> Partnered with Citydance to offer afterschool dance classes. 	\$10,000
Mamie D. Lee School	DCPS	5	<ul style="list-style-type: none"> Partnered with Dance Place to provide dance classes during the school day. 	\$10,000
Moten Elementary School	DCPS	8	<ul style="list-style-type: none"> Partnered with Dance Place to provide dance classes during the school day. 	\$10,000
Mundo Verde Public Charter School	PCS	5	<ul style="list-style-type: none"> Provided additional physical activity staff and equipment to meet needs of larger student body and HSA requirements. 	\$10,000
Raymond Education Campus	DCPS	4	<ul style="list-style-type: none"> Implemented WellKIDS curriculum to provide a total wellness curriculum through moving, eating, stretching, and breathing. 	\$10,000
Seaton Elementary School	DCPS	6	<ul style="list-style-type: none"> Partnered with DC SCORES to provide soccer programming to students. 	\$10,000
SEED Public Charter School	PCS	7	<ul style="list-style-type: none"> Implemented physical activity program for girls in grades 6-12 with the goal being to motivate youth to lead healthier lifestyles. 	\$10,000

School	Type	Ward	Project	Award Amount
Takoma Education Campus	DCPS	4	<ul style="list-style-type: none"> Implemented WellKIDS to offer yoga and nutritional programs to students. 	\$10,000
Washington Yu Ying Public Charter School	PCS	5	<ul style="list-style-type: none"> Hired instructor to provide martial arts and/or yoga classes to K-5 students. 	\$10,000
WB Patterson Elementary School	DCPS	8	<ul style="list-style-type: none"> Partnered with Playworks to offer an integrated physical activity curriculum. 	\$10,000