



MURIEL BOWSER
MAYOR

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MURIEL BOWSER

JUL 28 2016

The Honorable Phil Mendelson
Chairman
Council of the District of Columbia
1350 Pennsylvania Avenue, N.W., Suite 504
Washington, D.C. 20004

Dear Chairman Mendelson:

As required by Sections 303 and 503 of the Healthy Schools Act of 2010, DC Law 18-209, the Office of the State Superintendent of Education (OSSE) is pleased to file with the Council of the District of Columbia our report on the District's farm to school initiatives and the District's school gardens. Additionally, as required by Section 405 of the Healthy Schools Act of 2010, DC Law 18-209, the Office of the State Superintendent of Education (OSSE) is pleased to file with the Council of the District of Columbia our report on the compliance of the District public schools and public charter schools with the physical and health education requirements of this Act and the District's student achievement with respect to health and physical education standards for the 2015-2016 school year.

The reports indicate that significant progress has been made in the 2015-2016 school in promoting positive, healthy behaviors. Farm to school programming is thriving in the District, with twenty-six percent of the local food that schools are using in their meal programs, as defined by the Healthy Schools Act, coming from within 100 miles of the District. Over one thousand students benefitted from an OSSE Farm Field Trip Grant, visiting farms in the District, Maryland and Virginia to learn about their food system. The number of schools meeting the physical education minutes has increased over the past two years, and OSSE awarded 36 grants to schools and community-based organizations to continue to increase the physical activity students are engaging in before, during, or after the school day.

As always, I am available to discuss any questions you may have regarding this report.

Sincerely,

A handwritten signature in black ink that reads "Muriel Bowser".

Muriel Bowser

Enclosures



**District of Columbia
Healthy Schools Act of 2010
2016 Reports**

A. Farm-to-School & School Gardens

B. Health & Physical Education

Hanseul Kang
State Superintendent of Education
Office of the State Superintendent of Education

2016 Healthy Schools Act Report Introduction

The Healthy Schools Act of 2010 (HSA), D.C. Official Code § 38-821.01 *et seq.*, is a comprehensive piece of legislation which ensures that schools are a healthy place for all students. The Healthy Schools Act requires annual reporting for the following programs:

- Farm to School and School Gardens Program: As required by the Healthy Schools Act, a report on the District's farm-to school initiatives and recommendations for improvement; and a report on the District's school gardens, plans for expanding them, and recommendations for improvement.
- Health and Physical Education Program: As required by the Healthy Schools Act, a report on the physical education (PE) and health education requirements.

In the past, program reports were submitted individually throughout the year. In an effort to consolidate reporting and offer information sooner, the Office of the State Superintendent of Education (OSSE) has compiled the required program 'sub-reports' into this one comprehensive Healthy Schools Act Report. Accordingly, please note that there are two concurrent numbering conventions on each page. On the bottom left of each sub-report, you will note an alphanumeric convention unique to each respective sub-reports (i.e. A-# represents Farm-to-school and School-to-farm, and B-# represents Health & Physical Education). You will also find standard numbering that runs consecutively throughout all three sub-reports on the bottom right of each page.

As you will see below in further detail, significant progress and achievements have taken place this year. Below are some highlights from each program report:

Farm to School and School Gardens Program Report

- Supported the establishment of 37 new school gardens for a total of 127 campuses with active school gardens, an increase of 54% since school year 2011-2012.
- Awarded \$423,231 in School Garden Grants to support staffing in 29 school gardens, more than double the total award amount since the conception of this grant in 2012.
- Awarded \$31,100 in Farm Field Trip Grants to 9 District of Columbia Public Schools and 10 public charter schools from seven different wards of the city; 1,008 students participated in field trips to local farms in Maryland, Virginia and the District of Columbia.

Health and Physical Education Program Report

- Increased the number of schools meeting the physical education minutes as outlined in the Healthy Schools Act from 0 schools in school year 2013-14 to over 10 schools in 2016.
- Awarded 36 grants for approximately \$1,600,000 to schools and community-based organizations to increase the physical activity students are engaging in before, during, or after the school day through the DC Physical Activity for Youth and the DC Physical Education and Health Education grant.
- The District of Columbia's new Health Education Standards were approved by the State Board of Education. The standards were developed by the Office of the State Superintendent's Division of Health and Wellness with the support of various community stakeholders and other District agencies.

- A new Health and Physical Education Assessment was designed and administered by grades 5, 8, and high school (during the year that a health class is taken) of the District's public and public charter schools. The assessment measured student knowledge of the 2007 Physical Education Standards and the proposed 2016 Health Education Standards.

OSSE has successfully continued its work with schools and community-based organizations to promote positive healthy behaviors and improve the quality of life for children and youth in the District. OSSE is pleased to present the Healthy School Act Report to the DC Council, the Mayor, and the Healthy Youth and Schools Commission.

Table of Contents

2016 Healthy Schools Act Report Introduction	i
A - FARM-TO-SCHOOL & SCHOOL GARDEN REPORT.....	v
Section 1: The District’s farm-to-school initiatives and recommendations for improvement.....	1
Section 2: The District’s school gardens, plans for expanding them, and recommendations for improvement.....	5
Attachment A-1 Locally Grown and Unprocessed Tracking Log	15
Attachment A-2 Farm Field Trip Grant Awardees, School Year 2015-16.....	16
Attachment A-3 Food Corps Service Sites and School Site school year 2015-16	17
Attachment A-4 Serving Up Local Poster	18
Attachment A-5 Choose What’s In Season Poster.....	19
Attachment A-6 School Garden and Farm-to-School Advisory Committee Members, School Year 2015-16.....	20
Attachment A-7 Growing Healthy Schools Month Registration by School, School Year 2015-16.....	21
Attachment A-8 School Garden Snapshot	24
Attachment A-9 Active School Garden List school year 2015-16.....	25
Attachment A-10 School Gardens Program Service Providers List, School Year 2015-16	29
Attachment A-11 Recommended Curricular Resources for School Gardens.....	30
Attachment A-12 2015 School Garden Grant Recipients	33
Attachment A-13 2016 School Garden Grant Recipients	34
B - HEALTH & PHYSICAL EDUCATION REPORT.....	36
Section 1: Compliance of public schools and public charter schools with the physical and health education requirements.....	377
Section 2: Student achievement with respect to the physical and health education standards, and national physical activity recommendations.	444
Section 3: Additional measures of Healthy Schools Act compliance.	466
Section 4: Continued implementation of the Healthy Schools Act and next steps.....	500
Attachment B-1 Healthy Schools Act Compliance Determination Visit Checklist, school year 2015-16	566
Attachment B-2 DC Physical and Health Education Grantees, school year 2015-16.....	59
Attachment B-3 Schools that Received Healthy Schools Act Compliance Visits, school year 2015-16.....	611
Attachment B-4 FITNESSGRAM Test Information.....	633

Attachment B-5 Physical Activity for Youth Grantees and Project Descriptions, school year 2015-16 644
Attachment B-6 Healthy Schools Act Booklist Pilot Literacy and Wellness Program Schools700
Attachment B-7 Preliminary 2015 Youth Risk Behavior Survey Response Rates.....711
Healthy Schools Act Report Appendix [A] 732



**District of Columbia
Healthy Schools Act of 2010
A – Farm-to-School & School Gardens
Report**

**Reporting Period
August 2015 – May 2016**

As required by the Healthy Schools Act of 2010, DC Official Code § 38-821.01 *et seq.*, the District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to report to the Council and the Healthy Youth and Schools Commission on:

- (1) The District's farm-to school initiatives and recommendations for improvement; and
- (2) The District's school gardens, plans for expanding them, and recommendations for improvement.

Highlights from these sections include:

- Supporting the establishment of 37 new school gardens for a total of 127 campuses with active school gardens, an increase of 54% since school year 2011-2012.
- Awarding \$423,231 in School Garden Grants to support staffing in 29 school gardens, more than double the total award amount since the inception of this grant in 2012.
- Awarding \$31,100 in Farm Field Trip Grants to 9 District of Columbia Public Schools and 10 public charter schools from seven different wards of the city, 1,008 students participated in field trips to local farms in Maryland, Virginia and the District of Columbia.

SECTION 1: The District's farm-to-school initiatives and recommendations for improvement

Farm to school is thriving in the District. Twenty six percent of the local food schools are using in their meal programs is coming from within 100 miles of the District. Over one thousand students benefitted from an OSSE Farm Field Trip Grant, visiting farms in the District, Maryland and Virginia to learn about their food system.

Healthy Schools Act Requirements - Local Food Sourcing

Under the Healthy Schools Act, District of Columbia public schools and public charter schools shall serve locally-grown, locally-processed, and unprocessed produce from growers engaged in sustainable agricultural practices whenever possible. Preference shall be given to fresh, unprocessed agricultural products grown and processed in the District of Columbia, Maryland, and Virginia.

Healthy Schools Act Requirements - Education Programs, Technical Assistance, and Annual Celebrations

Under the Healthy Schools Act, OSSE, in conjunction with other District government agencies, community organizations, foodservice providers, public schools, and public charter schools shall develop programs to promote the benefits of purchasing and eating locally-grown and unprocessed foods that are from growers engaged in sustainable agricultural practices. In addition, OSSE is required to conduct at least one program per year (such as an annual flavor of the week or a harvest of the month program) in collaboration with other District agencies and non-profit organizations.

Results: Compliance with Local Food Sourcing Requirements

Local Food Sourcing

OSSE monitors menu compliance with Healthy Schools Act as part of the U.S. Department of Agriculture's (USDA) Administrative Review process under the National School Lunch Program (NSLP). Local education agencies (LEAs) are required to report to OSSE on a quarterly basis the local foods served as part of the school meal programs using the "Locally-grown and Unprocessed Food Item

Tracking Log” (Attachment A-1). Information reported includes the frequency with which local foods are served as part of the school breakfast or lunch meals, as well as the farm and the state of origin. This data is used to estimate pounds of each specific local fruit or vegetable served across the District throughout the year.¹ OSSE began collecting data using this method in February 2014 and last year reported only on the data from February 2014 – June 2014. The 2014-15 school year (August 2014 – June 2015) was the first full year of data that OSSE was able to analyze and found the following data:

- The top five locally procured items (by weight) served as part of school meals are corn, apples, sweet potatoes, greens (kale, collards) and pears.
- The closest farm that schools are sourcing from is in Westmoreland, MD (6.6 miles away) and the farthest is in Faison, NC (299 miles away).
- 26 percent of all local food reported is coming from within 100 miles of the District, with 60 percent of the local apples served being sourced from within 100 miles of the District.²

This data shows that LEAs are making strides to incorporate more local produce into their school meals, but that there is still support needed to procure more local foods from within Maryland and Virginia, as designated in the Healthy Schools Act. The Farm to School Specialist is currently working to expand the network of farmers within Maryland and Virginia that are selling to schools by meeting with state and local government staff charged with farm to school and economic development, produce distributors, and farmers to identify barriers and work through solutions.

Results: Farm-to-School Education Programs, Technical Assistance, and Annual Celebrations

During the past school year, OSSE expanded opportunities for educating students about the benefits of eating local foods. The farm-to-school education programs and technical assistance that was offered to school staff, foodservice staff, foodservice vendors, and community partners during this reporting period is described below:

Farm-to-School Education Programs

- **Farm Field Trip Grant:** Farm field trips provide students with the opportunity to see where food is grown and to learn about plants, growing cycles, pollination, climate, and wildlife. The experience allows them to take the science and social studies concepts learned in the classroom and apply them in hands-on situations, while problem solving and answering questions about life on the farm. As many schools do not have the resources to send students on farm field trips, OSSE created the Farm Field Trip grant that allows applicants to apply for up to \$1,500 each to cover the cost of transportation and the farm fee for one or more classes of students. In addition, grantees must apply at least 30 percent of the funds to purchasing materials such as curriculum and cooking equipment for follow-up activities in the classroom. Grantees are required to administer pre- and post-tests to measure student knowledge of and attitude towards the food system before the farm field trip, after the farm field trip, and after the follow-up activity. In SY 2015-16, OSSE awarded \$31,100 in Farm Field Trip Grants to nine District of

¹ The serving size and calculations are derived from USDA Food Buying Guide for Child Nutrition Programs. Pounding is calculated as the product of servings per pound times the average number of meals claimed. Incomplete or incorrect data, such as produce reported as being supplied from a bakery or a farm that was unable to be verified as local, was removed.

² Distance in miles was calculated using the zip code of the geographical center of DC which is 20001, and the address of the farms provided.

Columbia Public Schools and 10 public charter schools from seven different wards of the city (Attachment A-2). Through support from the Farm Field Trip Grants, 1,008 students participated in field trips to local farms in Maryland, Virginia and the District of Columbia.

- **FoodCorps:** FoodCorps is a nationwide team of AmeriCorps leaders who connect kids to real food through school-based farm-to-school and school garden education programming. FoodCorps works solely in public schools with free- and reduced-meal percentages of 50 percent or higher. During the second year of FoodCorps in the District of Columbia, 13 FoodCorps service members worked in 18 DCPS and PCS, either directly or through cooperative agreements between OSSE and eight community-based organizations (CBOs) (Attachment A-3). In addition, a FoodCorps fellow directly supervised by OSSE staff coordinated the work of the service members across the District. OSSE also provided a wide variety of training, as well as materials to the FoodCorps service members to assist them in providing high quality education in DC schools, including curriculum resources, garden tools, office supplies, and cooking kits. The items purchased will remain with OSSE or the FoodCorps service sites to be used by future FoodCorps service members.

Between September 2015 and May 2016, FoodCorps Service members served 3,700 students and provided 2,143 hours of food and nutrition education, 906 hours of garden instruction, and harvested 721 pounds of produce from the District's school gardens. The District will continue to serve as a host site for FoodCorps in SY 2016-17.

Technical Assistance

- **Serving Up Local Poster (Attachment A-4):** This poster continued to be available for schools and food service vendors to place in school cafeterias. It is designed to assist foodservice staff with communicating messages to students about local foods being served as part of the school meals. The top right and bottom left hand corners of the poster are blank when printed allowing schools the option to write in the local items and the farm from which they originated. The poster is designed to be changed monthly, but a school is able to change it as often as they wish. OSSE works with local foodservice vendors to assist schools in identifying the local items being served, allowing the poster to be updated regularly.
- **Choose What's in Season Poster (Attachment A-5):** This poster was distributed during school year 2015-16 and is a tool for teachers and foodservice staff to teach students about the seasonality of foods. The poster shows which local foods are in season throughout the year and encourages students to choose seasonal fruits and vegetables for meals and snacks. It also highlights two of OSSE's signature Healthy Schools Act events – Strawberries & Salad Greens Day and Growing Healthy Schools Month. It was also distributed as part of the materials for Strawberries & Salad Greens Day (described later).
- **School Garden and Farm-to-School Advisory Committee (Attachment A-6):** The Committee meets quarterly to provide feedback and guidance that directs the work of OSSE's School Gardens and Farm-to-School Programs. The Committee is made up of representatives from CBOs, foodservice vendors, and schools.
- **The National Farm to School Network:** In February 2016, the Farm to School Specialist took on the role of co-lead for the District under the National Farm to School Network. The National

Farm to School Network is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into school systems and preschools. For each of the 50 states and the District of Columbia, they designate a state-lead to be their point of contact. OSSE and DC Greens are currently sharing this role as state-lead as a way to create a more cohesive, resource-sharing environment for farm to school practitioners in the District.

Annual Celebrations

- **Growing Healthy Schools Month:** The 5th annual Growing Healthy Schools Month (formally named “Growing Healthy Schools Week”) took place from October 1-31, 2015. The month celebrates the DC Healthy Schools Act in public schools throughout the District. During the annual celebration, public school staff collaborates with local community based organizations, DC Government agencies, farmers, athletes, and chefs to coordinate inspiring activities aimed at engaging students in conversations about nutrition, the environment, recycling, and being active. For the first time, an evaluation was distributed to participants. Highlights included:
 - 57 schools participated (Attachment A-7);
 - 485 classrooms participated;
 - 8,608 students participated;
 - 91 percent of participants reported they were “Very Likely” or “Likely” to participate again;
 - The Gilda Allen Best School Garden Award was given to Barnard Elementary School and Tyler Elementary School.

- **Strawberries & Salad Greens Day:** This annual celebration exposes students throughout the District to the messages of eating local produce and consuming more fruits and vegetables through tasting a locally-grown fruit and vegetable along with their peers across the city. This year, the event is scheduled for June 8, 2016.

The educational resources provided to LEAs from OSSE included classroom lesson plans, tools for visits to school gardens, sample morning announcements, and ideas for education stations during lunch and at pick-up and drop-off times. OSSE strategically coordinated the framework of the day and will be providing lettuce and strawberry plants, stickers, T-shirts, aprons, and talking points, and distributing OSSE’s “Choose What’s in Season” posters to all participating schools. OSSE will provide volunteers to provide additional support for schools that request them. Data on Strawberries & Salad Greens Day will be available in September 2016.

SECTION 2: The District's school gardens, plans for expanding them, and recommendations for improvement

The School Garden program at OSSE continues to grow and flourish. There are 127 campuses with active school gardens, 37 of which are new gardens. The Growing Garden Teacher training has been redesigned to include two tracks that will accommodate the growing number of school garden coordinators employed in the District, through the OSSE School Garden Grant and additional funding sources.

Healthy Schools Act Requirements - School Gardens Program

Under the Healthy Schools Act, OSSE is to establish a School Gardens Program which shall:

- Coordinate the efforts of community organizations and District agencies, as well as the District of Columbia Public Schools and the Public Charter School Board to establish gardens as integral components of public schools and public charter schools;
- Establish and convene a Garden Advisory Committee composed of community organizations, District government agencies, and other interested persons;
- Collect data on the location and types of school gardens;
- Provide horticultural guidance and technical assistance to schools;
- Coordinate curricula for school gardens and related projects;
- Provide training, support, and assistance to school gardens;
- Assist schools in receiving certification as U.S. Department of Education Green Ribbon Schools;
- Work with the University of the District of Columbia to provide technical expertise, curricula, and soil testing for schools gardens; and
- Establish a demonstration compost pile when feasible.

Healthy Schools Act Requirements - School Garden Grants

Under the Healthy Schools Act, OSSE shall make grants available to support school gardens through a competitive process to schools and other organizations.

Results – Compliance with the Healthy Schools Act School Gardens Program Requirements

Coordinate Efforts of Community Organizations and District Agencies to Establish Gardens as an Integral Component of the Schools

OSSE coordinates the efforts of community organizations and District agencies towards the goal of establishing school gardens as an integral component of the schools. These efforts are apparent in the activities described below.

Establish a School Garden Advisory Committee

During the 2015-16 school year, the School Garden and Farm-to-School Advisory Committees met twice. The Committee provides feedback and guidance that directs the work of OSSE's School Garden and Farm-to-School programs. The Committee is made up of representatives from CBOs, foodservice vendors, District government agencies, and schools.

Collect Data on Location and Types of School Gardens

OSSE collects data on school gardens through the School Health Profiles Questionnaire, which each public school and public charter school within the District of Columbia is required to complete and

submit to OSSE pursuant to the Healthy Schools Act of 2010. The information collected in the School Health Profiles serves as a comprehensive means of monitoring and evaluating schools on how well they are meeting the requirements and initiative under the Healthy Schools Act. All data in the School Health Profiles are self-reported by each school. The School Health Profiles data, along with other data sources including the School Garden Snapshot (Attachment A-8) and the School Garden Assessment Tool, site visits, and data from partner organizations, provides a broad picture of the school garden program activities in schools.

Using the multiple data collection methods described above, OSSE has determined that there are currently a total of 127 campuses with active school gardens, 37 campuses established new school gardens, and 12 campuses no longer have active school gardens (Attachment A-9). The total number of campuses with active school gardens was the highest in school year 2015-2016 since OSSE began tracking this data (Figure 1). Of the 12 school gardens that are no longer active, one was due to school closure. Elementary schools remain the most common school garden sites (Figure 2).

Figure 1. Number of School Campuses with Active School Gardens by Year school year 2011-12 through 2015-16

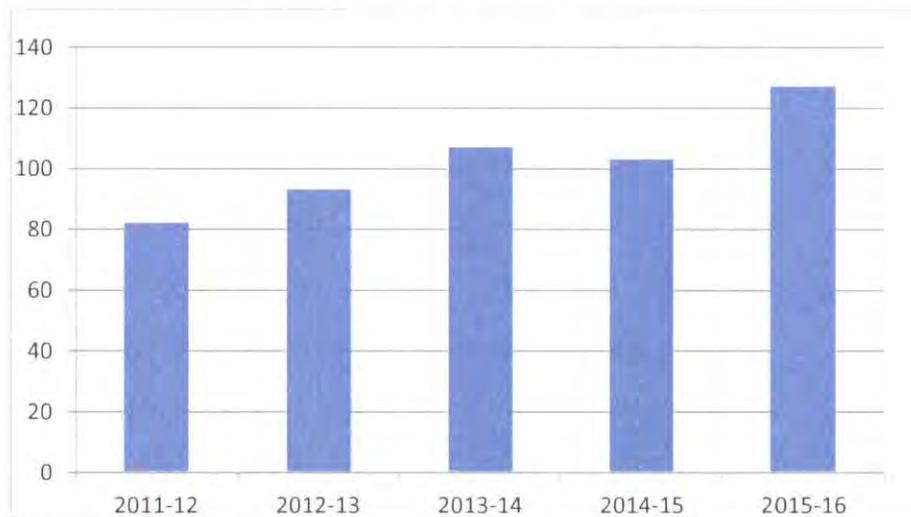
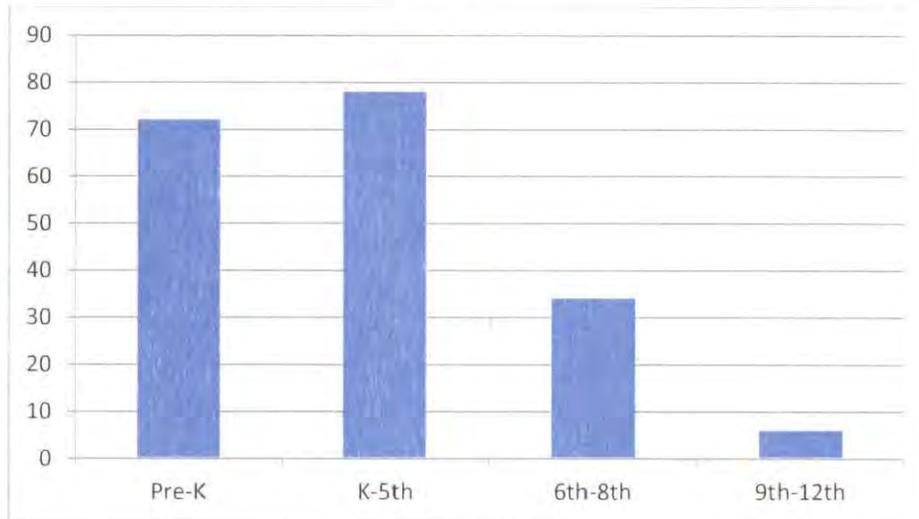


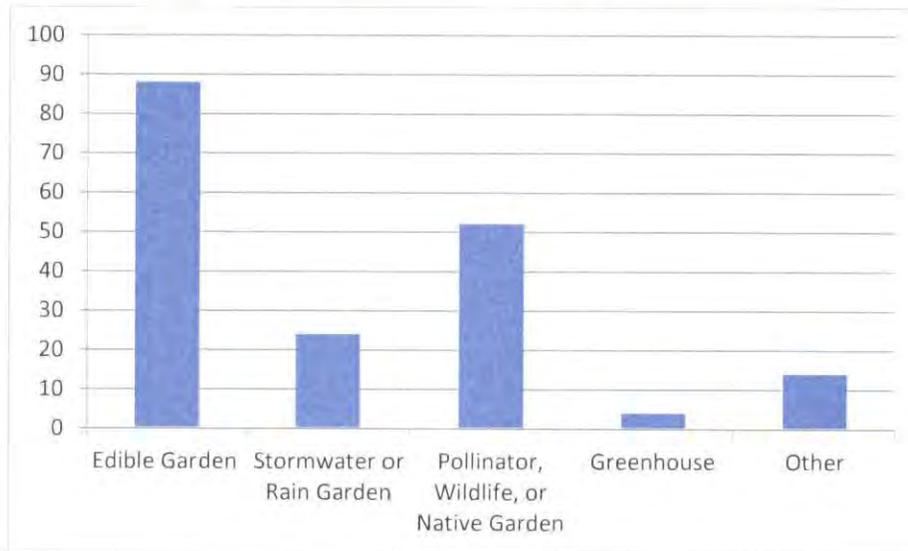
Figure 2. Percent of Grades that Engage in School Gardens, School Year 2015-16



School gardens are utilized before, during, and after the school day; however, most garden activity occurs during the school day. The topics most frequently taught in the school garden include nutrition and the environment, but the gardens are also used to teach science, technology, engineering, and mathematics (STEM) concepts, English, and art. There are a variety of types of school gardens in the District, with the most common being edible gardens (Figure 3). Most school gardens contain multiple garden types, for example one school garden may contain a few raised beds growing edibles and a pollinator garden. Each of these types of gardens is described below:

- Edible Gardens: include raised and in-ground beds growing a wide range of edible seasonal crops
- Storm Water or Rain Gardens: include features that capture rainwater such as rain barrels, rain gardens, ponds, and replacing impermeable surfaces with permeable surfaces
- Pollinator, Native, or Wildlife Gardens: include plants that attract pollinators, or are native to the DC area and include features that attract wildlife such as forests, birdhouses, bat houses, and bug houses
- Greenhouses: include enclosed spaces that allow for year-round growing and educational activities

Figure 3. Percent of School Gardens by Type, School Year 2015-16



To date, 70 (55 percent) of school campuses with active school garden programs have a designated school garden coordinator. School garden coordinators ensure that garden-based learning is an integral component of the school environment by overseeing garden programming, instruction, and maintenance. OSSE provides a framework for school garden coordinators to assist schools with establishing this role; this framework can be found here: <http://osse.dc.gov/publication/school-garden-coordinator-framework>. Budgets and size of gardens vary across the District, with schools reporting an average annual budget of \$9,295 for their gardens, and an average school garden size of 450 square feet.

Provide Horticultural Guidance and Technical Assistance

The School Garden Assessment Tool is the primary tool for collecting data about the impact of the School Gardens Program and the functionality of individual school gardens. The data collected are used to communicate best practices, determine the greatest areas of need, and to ensure that relevant training and meaningful technical assistance is provided. The tool assesses school gardens in four categories: design, systems, program organization, and instruction. Based upon data collected from 21 school garden assessments in school year 2016-17, instruction continues to be the area that grantees need additional support (Figure 4).

As evident in Table 3, which breaks down each component into multiple indicators, OSSE recognizes that there was an overall decline in the average scores for all four components the School Garden Assessment Tool. OSSE attributes the lower average scores in each of the four components of the tool to the rise in the number of *new* school gardens (37 new gardens is the most new gardens since OSSE began tracking this in 2011) that may have less developed gardens or less experienced school garden coordinators.

Table 3. Average School Garden Assessment Tool Scores (%) by Category and Indicator, SY 2012-13 through SY 2015-16

CATEGORY	INDICATOR	SY12-13	SY13-14	SY14-15	SY15-16
Design	Overall	74%	89%	70%	63%
	Walkways	65%	65%	61%	79%
	Seating	65%	67%	54%	53%
	Signage	46%	67%	57%	35%
	Meeting Area	72%	78%	66%	56%
	Tool Storage	84%	79%	72%	65%
	Security Features	83%	98%	85%	71%
	Accessibility	87%	94%	77%	78%
Systems	Overall	72%	81%	65%	65%
	Soil	67%	92%	68%	69%
	Biologic	75%	88%	74%	79%
	Pest & Disease Management	75%	91%	81%	70%
	Wildlife	74%	77%	63%	65%
	Water	71%	88%	73%	72%
	Compost	51%	62%	44%	44%
	Community Participation	53%	75%	59%	54%
Program Organization	Overall	72%	80%	71%	59%
	Vision Statement	65%	74%	66%	74%
	Funding	69%	76%	70%	59%
	Institutional Support	84%	85%	80%	71%
	Garden Coordinator	73%	94%	89%	51%
	Garden Committee	40%	78%	65%	41%
	Student Involvement	71%	63%	50%	65%
	Maintenance Plan	69%	85%	67%	52%
Instruction	Overall	59%	70%	63%	59%
	Curriculum & Instruction	54%	73%	67%	27%
	Teacher Involvement	44%	62%	60%	52%
	Student Impact	69%	75%	62%	73%

Schools and organizations are able to request horticultural guidance and technical assistance from OSSE. OSSE responds to these requests and works closely with the school garden contacts to ensure support is provided either directly, or through partner organizations. During school year 2015-16, 45 technical assistance requests were received, all of which were addressed. The most frequent technical assistance requests in school year 2015-16 related to teacher involvement and curriculum and instruction.

Finally, OSSE maintains and continually updates a list of school gardens program service providers (Attachment A-10) from across the District and makes this list available to schools. Many of these providers partner with schools to implement the OSSE School Garden Grants and provide other school

garden funding and services. To view the most recent list visit: <http://osse.dc.gov/service/school-garden-service-provider-list>.

Coordinate Curricula for School Gardens and Related Projects

OSSE is involved in several efforts to support integration of school gardens into day-to-day instruction. These activities are described below:

- **Recommended Curriculum Resources for School Gardens (Attachment A-11):** OSSE regularly reviews and compiles information on garden-based curricula that can be utilized in grades pre-Kindergarten through grade 12. These tools provide teachers with the resources to support integration of school garden concepts across all subject areas. To view the most recent version of this document visit: <http://osse.dc.gov/publication/dc-school-garden-based-curriculum-recommendations>.
- **Sustainable DC Innovation Challenge Outdoor Classroom:** OSSE, in partnership with the Department of General Services (DGS) and DCPS, was awarded \$330,000 through the Sustainable DC Innovation Challenge in February of 2014 to build one outdoor classroom. Subsequently, an additional \$330,000 of Healthy Schools Act funding, \$330,000 of DGS operating funds, and \$330,000 of Department of Energy and the Environment (DOEE) funds (totaling \$1.32 million) were allocated, allowing for an increase in the scope of the project to include three outdoor classroom. The outdoor classrooms will be located at Hardy Middle School (Ward 2), Tubman Elementary School (Ward 1) and Leckie Elementary School (Ward 8). The Leckie Elementary School Outdoor Classroom is expected to be completed by the start of the 2016-17 school year and the other two classrooms are expected to be completed during the 2016-17 school year. These classrooms will provide opportunities for students to learn about renewable energy, storm water management, native planting, nutrition, and sustainable agriculture.

Provide Training, Support, and Assistance to School Gardens

During the past school year, numerous professional development opportunities, supporting documents, and other mechanisms to assist school garden programs were provided to address the needs of school garden coordinators, community members, and school staff. These activities are described below:

- **Introduction to School Gardens:** The Introduction to Schools Gardens in the Districts of Columbia Training is a five hour course that takes place each year in April and September and is designed to provide general information to teachers, school staff, community members, and parents on establishing and maintaining a sustainable school garden program. Topics include: School Garden Design, School Garden Safety, Program Management, Basic Planting Techniques, Sustaining School Gardens, and Basic Planting Techniques.
- **Growing Garden Teachers Training Program:** DC Greens, in collaboration with OSSE, administers the Growing Garden Teachers Training Program. This is a year-long course including four full-day sessions. OSSE School Garden grantees are required to attend these four trainings. Over 40 School Garden Coordinators participated in the Growing Garden Teachers Training Program during the 2015-16 school year. This training series was redesigned during the reporting period to include two tracks which will accommodate the growing demand. OSSE awarded funds to DC Greens to provide a training series to support school garden coordinators to implement garden-based education in public and public charter schools.

- **A Guide to Raising Chickens in District School Gardens:** A guidance document which provides basic guidelines in partnership with the Department of Health (DOH) to assist District schools with establishing and maintaining chicken programs. A hands-on training in the spring and the fall complement this document. This document can be found here: <http://osse.dc.gov/node/1153896>.
- **Supplies and Materials:** OSSE often purchases or arranges for the donation of materials that are distributed to school gardens to assist in their success. Materials provided during the 2015-16 school year are included below:
 - Since the fall of 2014, the DC Water biosolids program has been supporting the important work of school gardens by providing high quality compost delivered for free. To date, 38 schools in all eight wards have received over 100,000 pounds of compost (around 137 cubic yards). DC Water will soon be providing a biosolids product from its new anaerobic digesters with the name Bloom™ bloomsoil.com;
 - C&D Tree Services provided wood waste (e.g., mulch, tree stumps, logs, and tables) to school gardens;
 - Each Introduction to School Gardens participant received a copy of “How to Grow a School Garden” and seeds;
 - Each of the 13 FoodCorps Service Members received a tool kit including common gardening tools;
 - Each School Garden Grantee received a sign to display in their garden indicating that they were a 2016 School Garden Grantee;
 - Distributed 40 pounds of seed potato and 300 sweet potato slips to over 40 school gardens.

Additional Support

- **School Garden Photo Database:** OSSE maintains a photo database containing over 400 photos of school gardens elements from across the District organized by Indicators on the School Garden Assessment Tool. This database can be view at: <https://www.flickr.com/photos/dcschoolgardens/>.

Assist Schools in Receiving Certification as U.S. Department of Education Green Ribbon Schools

During the 2015-2016 school year, OSSE hired an Environmental Literacy Specialist who now assists schools in receiving Certification as U.S. Department of Education Green Ribbon Schools. This is no longer an initiative of the School Gardens Program, for more information on this initiative please read Section 3 of the Environmental Literacy section.

Work with the University of the District of Columbia (UDC) to Provide Technical Expertise, Curricula, and Soil Testing for School Gardens

If school garden produce is to be consumed by students, the garden soil must be tested using laboratories recommended by OSSE. OSSE works with schools to ensure that the procedures regarding serving garden produce to students are clearly understood and followed and refers school garden programs to UDC for soil testing. This is further described in the Garden Safety Checklist (Attachment A-11).

Establish a Demonstration Compost Pile

During the 2015-16 school year, 18 schools composted onsite and 49 schools opted-in to receive organics hauling services. Following the completion of the project to provide compost piles to DCPS schools in all eight wards in school year 2014-15, DGS provided an additional four demonstration compost piles in school gardens. In addition, DGS continued to expand the organics recycling component of the DCPS Recycles! program by providing organics hauling services and assistance in setting up their kitchens and cafeterias for organics recycling. Together these schools sent more than 250 tons of organic waste to a composting facility instead of a landfill or incinerator. This program will continue to be phased into additional DCPS schools during school year 2016-17.

Results – Compliance with School Garden Grants

OSSE's School Garden Grant ties together the garden, the cafeteria, and the classroom. Schools may apply for up to \$15,000, with the majority of the funding earmarked to support a school garden grant to oversee the garden and ensure that garden-based learning is incorporated into the school day. Each grantee's project is monitored and evaluated through at least one site visit. In addition, the grantees must submit mid-project and an end-of-project reports that include pre- and post- student and teacher data, observations from the School Garden Coordinator and administration, and evidence of student participation in garden activities. Grantees use garden logs to track class-time and after-school use. Technical support is provided to grantees to ensure projects are successfully implemented. Schools are eligible to receive the School Garden Grant for three years out of a five-year period and OSSE works closely with schools to ensure that the garden is integrated into the school culture and that there is a plan in place to sustain the garden without OSSE funds.

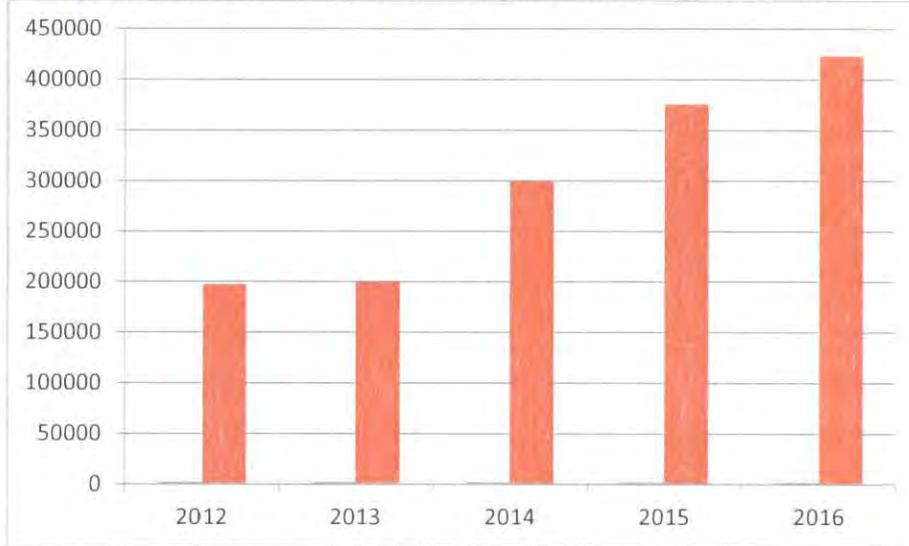
During the 2015 grant cycle, OSSE awarded \$375,594 to 26 schools (Attachment A-12). Data from the 2015 SGG grantees indicate:

- 5,491 students received 3,040 hours of garden-based instruction;
- 315 teachers used the garden to teach 1,130 lessons during the school day in nutrition, science, and mathematics and 425 after school club sessions; and
- 17 garden-based organizations provided technical support to grantees.

During the 2015 grant cycle, grantees were provided with surveys to track attitude and behavior change among students and teachers as a result of participating in grant activities. Data from the 2015 grant cycle will be available in September 2016.

In October 2015, OSSE solicited applications for the 2016 School Garden Grant. Grants were awarded to support 29 school gardens in both DCPS and PCS across all wards at a total of \$423,231 (Attachment A-13). The 2016 School Garden Grant was the highest total amount awarded since OSSE began to award school garden grants (figure 4).

Figure 4. Total School Garden Grant Award Amount by Year FY 2012-16



Recommendations for Improvement/Plans for Expanding the District’s Farm-to-School and School Garden Initiatives.

- Under the Farm Field Trip Grant program, work to expand the number of agricultural institutions providing educational field trips to students in the District and promote the grant to more teachers.
- Under the School Garden Grant program, increase the number of teachers who are engaging students in the school garden by supporting the school garden coordinator and by identifying outside partners that can provide professional development.
- Provide institutional support and guidance to the new FoodCorps fellow and support new service sites and service members through trainings and technical support.
- Collaborate with key partners to continue to enhance Growing Healthy Schools Month.
- Network with local produce distributors and local farmers to connect them with school-based buyers to increase the variety of local foods in school meals, and create economic development for local farmers.
- Collaborate with OSSE’s Environmental Literacy Program to develop programming to integrate environmental literacy concepts into farm-to-school and school garden programming.
- Work with DC Greens to create a stronger, more diverse DC Farm to School Network.

Conclusion

OSSE will continue to implement and support the Farm-to-School and School Gardens Programs authorized by the Healthy Schools Act. With our many partners invested in improving the health and wellness of our students, we will continue to promote lifelong healthy eating habits.

**Farm-to-School and School Gardens Report
ATTACHMENTS**

ATTACHMENT A-2
Farm Field Trip Grant Awardees, School Year 2015-16

School Name	Type	Ward	Farm	Award Amount
Achievement Prep PCS	PCS	8	Washington Youth Garden	\$ 1,498.00
Bridges PCS - 2nd & 3rd grade Special Education/Inclusion	PCS	4	Arcadia Center for Sustainable Agriculture	\$ 1,300.00
Bridges PCS - 2nd grade	PCS	4	Arcadia Center for Sustainable Agriculture	\$ 1,500.00
Capital City PCS - 11th grade	PCS	4	Rocklands Farm	\$ 1,500.00
Capital City PCS - 8th grade	PCS	4	Hard Bargain Farm	\$ 1,500.00
Center City PCS - Shaw Campus	PCS	2		\$ 1,102.64
Cesar Chavez PCS - Parkside Campus (YWCA National Capital Area)	PCS	7	Common Good City Farm	\$ 1,500.00
Columbia Heights EC (Multicultural Internship Program)	DCPS	1	Calleva	\$ 1,500.00
D.C. Bilingual PCS	PCS	5	Common Good City Farm; Rocklands Farm	\$ 1,495.84
Early Childhood Academy PCS	PCS	8		\$ 1,500.00
EL Haynes PCS	PCS	4	Rocklands Farm	\$ 1,183.00
Friendship PCS - Technology Prep Campus	PCS	8	ECO City Farm	\$ 806.01
HD Cooke ES (Kid Power)	DCPS	1	Washington Youth Garden	\$ 1,500.00
Houston ES (Kid Power)	DCPS	7	Washington Youth Garden	\$ 1,500.00
LAMB PCS	PCS	4	Washington Youth Garden	\$ 1,500.00
Malcom X ES	DCPS	8	Oxon Hill Farm	\$ 1,486.65
Malcom X ES (Kid Power)	DCPS	8	Washington Youth Garden	\$ 1,500.00
Peabody ES (FRESHFARM Markets)	DCPS	6	Washington Youth Garden	\$ 1,368.00
Tyler ES (John Tyler Elementary PTA)	DCPS	6	Hard Bargain Farm	\$ 1,500.00
Watkins ES (FRESHFARM Markets)	DCPS	6	Prickly Pear Farm	\$ 1,500.00
Watkins ES (FRESHFARM Markets)	DCPS	6	Prickly Pear Farm	\$ 1,500.00
West EC (City Blossoms)	DCPS	4	Marion St. Garden	\$ 1,360.00

ATTACHMENT A-3
Food Corps Service Sites and School Site school year 2015-16

Service Site	School
Leckie Elementary School	Leckie Elementary School
City Blossoms	Cardozo Senior High School
	Eastern High School
	Randle Highlands Elementary School
	Cleveland Elementary School
Kimball Elementary School	Kimball Elementary School
DC Greens	Walker Jones Education Campus
FRESHFARM Markets	Tyler Elementary School
	Ludlow- Taylor Elementary School
Marie Reed Elementary School	Marie Reed Elementary School
	DC Bilingual Public Charter School
DC Bilingual Public Charter School	
SEED School of Washington	SEED School of Washington
Washington Youth Garden	Burroughs Education Campus
	Center City PCS - Trinidad Campus
	Friendship PCS - Woodridge Elementary Campus
	KIPP DC PCS - Northeast Academy Campus

ATTACHMENT A-4
Serving Up Local Poster

The
LOCAL
foods
YOU
can try
during
lunch this
month in
DC!

CUCUMBERS

Look for them sliced into
cucumber coins or chopped
into pieces.

They can be found on their own
or as part of a salad on your
lunch tray!

SERVING UP LOCAL

This
month, schools
are serving cucumbers
from local growers like

Parker Farms

Oak Grove, Virginia

Hess Farm

Waynesboro, Pennsylvania

The Healthy Schools Act Says:

“LOCAL”

means anything grown
in DC, Maryland,
Virginia, West Virginia,
North Carolina,
Pennsylvania, Delaware
and New Jersey!

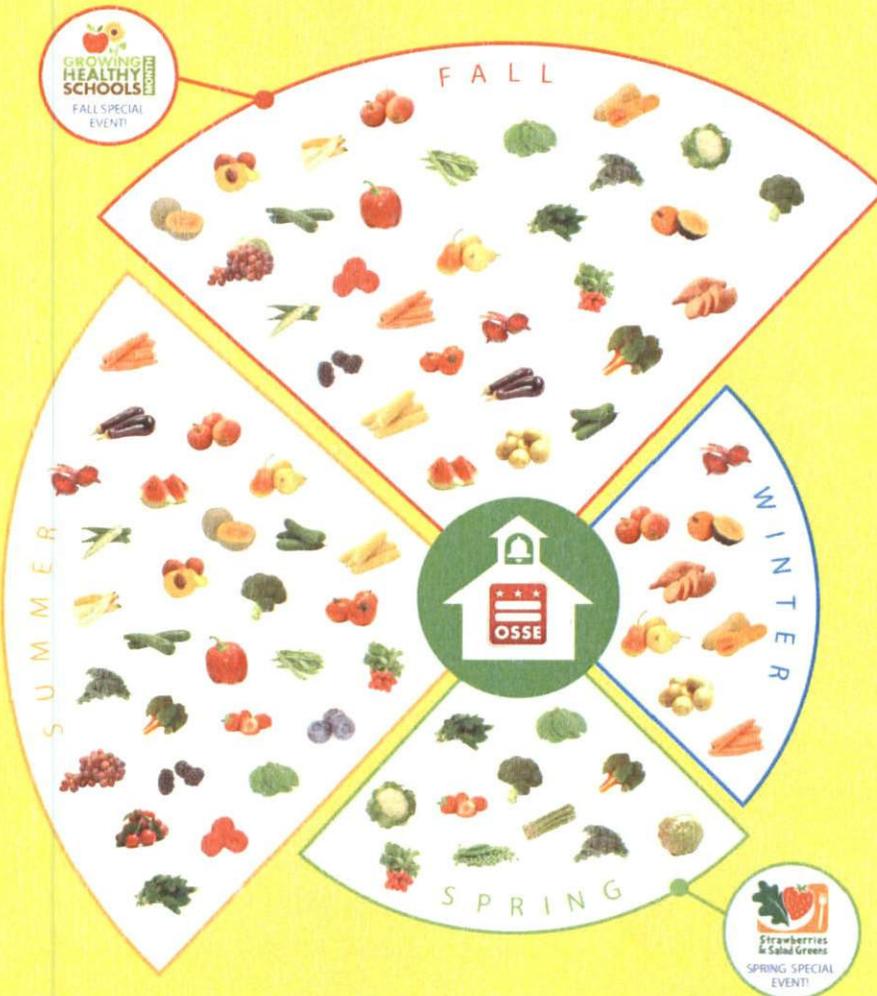
Brought to you by the Office of the State
Superintendent of Education's Farm to School
Program



For more information, contact OSSE's Farm to School Specialist at (202) 262-0898

ATTACHMENT A-5
Choose What's In Season Poster

Choose What's in Season!



Lots of fruits and vegetables are in season throughout the year in the DC area. Choose these in season fruits and vegetables for meals and snacks whenever possible!

Presented to you by the OSSE Farm to School and School Garden Programs

d.c. **healthyschools** act



ATTACHMENT A-6

School Garden and Farm-to-School Advisory Committee Members, School Year 2015-16

Name	Organization
Alex Dobbs	Revolution Foods
Amy Bachman	DC Central Kitchen
April Martin	REAL School Gardens
Ariel Trahan	Anacostia Watershed Society
Audrey Williams	PCSB
Barbara Percival	Watkins Elementary
Beth Gingold	Department of General Services
Camila Idrovo	DC Bilingual
Grace Manubay	OSSE
Ibti Vincent	Slow Food DC
Jennifer Mampara	FRESHFarm Markets
Josh Singer	Department of Parks and Recreation
Kaifa Anderson-Hall	Community Member
Kamili Anderson	DC State Board of Education
Kate Lee	School Garden Coordinator
Katie Harvey	Kid Power
Katie Nash	DC Central Kitchen
Kristen Rowe	DCPS OFNS
Lauren Biel	DC Greens
Lea Howe	DC Greens
Linda Moore	E.W. Stokes
Lisa Burke	Parent- Murch ES
Lola Bloom	City Blossoms
Maureen Moutoux	Moutoux Orchards
Morgan Maloney	Arcadia Center
Nadia Mercer	Washington Youth Garden
Nancy Huvendick	21st Century School Fund
Patricia Doan	District Department of the Environment
Paula Reichel	Capital Area Food Bank
Rebecca Davis	D.C. Environmental Education Coalition
Rebecca Helgerson	District of Columbia Public Schools
Rebecca Lemos	City Blossoms
Rebecca Newman	District of Columbia Public Schools
Sandra Farber	University of the District of Columbia
Sarah Benardi	The Farm at Walker Jones
Shannon Foster	Teacher
Susan Boyd	Concern International
Tara McNerny	Mundo Verde PCS

ATTACHMENT A-7

Growing Healthy Schools Month Registration by School, School Year 2015-16

School
Aiton Elementary School
Alice Deal Middle School
Bancroft Elementary
Bancroft Elementary
Banneker High School
Barnard Elementary School
Bridges Public Charter School
Brightwood Education Campus
Brookland Middle School
Browne Education Campus
Bruce Monroe at Park View
Bunker Hill
Burrville Elementary School
C.W. Harris Elementary
Capital City Public Charter School
Cardozo Education Campus
Center City Charter Shaw
Center City Public Charter School
Center City Public Charter School- Petworth Campus
Center City Public Charter School- Shaw Campus
Center City Public Charter School- Trinidad Campus
Charles H. Houston Elementary School
Cleveland Elementary School
Columbia Heights Education Campus
DC Bilingual Public Charter School
DC Scholars Public Charter School
E.L. Haynes Public Charter School
Eliot-Hine Middle School
EW Stokes
Friendship - Blow Pierce Elementary and Middle Campuses
Friendship - Chamberlain
Friendship - Southeast Elementary Academy
Friendship Armstrong Elementary Academy
Friendship Collegiate Academy
Friendship Technology Preparatory Academy
Friendship Woodridge

Garfield Elementary School
Hardy Middle Schools
HD Cooke
Hendley ES
Inspired Teaching Demonstration Public Charter School
J.O. Wilson ES
Janney Elementary
Jefferson Academy Middle School
John Burroughs Elementary School
John Eaton Elementary School
John Tyler Elementary School
Ketcham Elementary School
Key Elementary School
Kimball Elementary
King Elementary School
Kingsman Academy
KIPP DC Public Charter School- Webb Academy
KIPP DC: Heights Academy
Lafayette Elementary
Langdon Elementary School
Langley Elementary School
Leckie Elementary School
Ludlow-Taylor Elementary School
Malcolm X Elementary
Mann ES
Marie Reed Elementary
Maury Elementary School
ML King Elementary School
Mundo Verde Bilingual Public Charter School
Murch Elementary School
Patterson ES
Paul Public Charter School
Peabody ES
Potomac Preparatory PCS
Randle Highlands Elementary School
Raymond Education Campus
Richard Wright PCS
River Terrace Education Campus
Roots Public Charter School

Savoy E.S.
School Without Walls at Francis-Stevens
Seaton Elementary
SEED DC
Sela Public Charter School
Shepherd Elementary School
Shining Stars Montessori Academy, PCS
Sousa Middle School
St. Colletta
Stanton Elementary
Stoddert Elementary
Stokes School
SWW@FS
Theodore Roosevelt Senior High School
Thurgood Marshall Academy Public Charter School
Tubman Elementary
Turner ES
Van Ness Elementary
Walker Jones Education Campus
Washington Yu Ying PCS
WB Patterson
West Education Campus
Whittier EC

ATTACHMENT A-8
School Garden Snapshot

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? _____

ATTACHMENT A-9
Active School Garden List school year 2015-16

School Name	New Garden
Ward 1 Schools	
Bancroft ES	
Briya PCS	X
Bruce Monroe ES at Park View	
Cardozo EC	X
Cleveland ES	
Columbia Heights EC	
D C Bilingual PCS	
E.L. Haynes PCS-Middle School	
H D Cooke ES	
Howard University Middle School of Math and Science PCS	X
Marie Reed ES	
Meridian PCS	X
Sela PCS	
Tubman ES	
Ward 2 Schools	
Garrison ES	
Hardy MS	
Mundo Verde Bilingual PCS	
School Without Walls at Francis Stevens	
The British School of Washington*	
Thomson ES	
Ward 3 Schools	
Community Preschool of the Palisades*	
Deal MS	
Eaton ES	
Georgetown Day*	
Janney ES	
Key ES	
Mann ES	
Maret School*	
Murch ES	
Oyster Adams Bilingual School	
Sidwell Friends*	

St. Columba's Nursery School*	
Stoddert ES	
Washington International School*	
Wilson HS	
Ward 4 Schools	
Barnard ES	
Bridges PCS-Secondary	
Brightwood EC	
Capital City High School PCS	
Capital City Lower PCS	
Capital City Middle School PCS	
Center City Brightwood Campus PCS	X
Dorothy I. Height ES	X
E.L. Haynes PCS-Elementary School	
Hope Community PCS Lamond Campus	
Kingsbury Day School*	
Lafayette ES	
Latin American Montessori Bilingual PCS	X
Lowell School*	
Roots PCS	
Takoma EC	
Washington Latin PCS - Middle School	
Washington Latin PCS - Upper School	
West EC	
Ward 5 Schools	
Browne EC	X
Burroughs EC	
Center City Trinidad Campus PCS	
Creative Minds International PCS	X
DC Preparatory Academy PCS Edgewood Elementary	
Elsie Whitlow Stokes Community Freedom PCS	
Friendship PCS Armstrong	X
Friendship PCS Woodridge Elementary	
Friendship PCS Woodridge Middle	
KIPP DC PCS Connect Academy	X
KIPP DC PCS Northeast Academy	
KIPP DC PCS Spring Academy	X
Langdon EC	X
Langley EC	
Lee Montessori PCS	X
Mary McLeod Bethune Day Academy PCS	

McKinley Technology HS	X
Two Rivers PCS-Young	X
Washington Yu Ying PCS	
Ward 6 Schools	
Amidon Bowen ES	X
Capitol Hill Montessori School at Logan	
Eastern HS	
Friendship PCS Chamberlain Elementary	X
J O Wilson ES	
Jefferson Middle School Academy	
Kingsman Academy	X
KIPP DC PCS Grow Academy	X
Ludlow Taylor ES	
Maury ES	
Miner ES	
Peabody ES	
School Within School at Goding	
Seaton ES	
St. Peter's Interparish*	
Stuart Hobson MS	X
Two Rivers PCS 4th St Middle	X
Two Rivers PCS 4th Street Elementary	
Tyler ES	
Walker Jones EC	
Watkins ES Capitol Hill Cluster	
Ward 7 Schools	
Beers ES	
Burrville ES	X
C W Harris ES	
DC Preparatory Academy PCS Benning Elementary	
DC Preparatory Academy PCS Benning Middle	
Friendship PCS Blow Pierce Elementary	
Friendship PCS Blow-Pierce Middle	
Houston ES	X
Ketcham ES	X
Kimball ES	
KIPP DC PCS LEAP Academy	X
Nalle ES	
Randle Highlands ES	
River Terrace ES	X
SEED PCS of Washington DC	

Smothers ES	
Sousa MS	
St. Coletta Special Education PCS	
Ward 8 Schools	
Cedar Tree Academy PCS	X
Democracy Prep PCS-Congress Heights	X
Eagle Academy PCS Congress Heights	X
Excel Academy PCS	
Friendship PCS Technology Preparatory High	
Friendship PCS Technology Preparatory Middle	X
Hendley ES	
KIPP DC PCS AIM Academy	X
KIPP DC PCS Heights Academy	X
Leckie ES	
Malcolm X ES at Green	X
Orr ES	
Simon ES	X
Thurgood Marshall Academy PCS	
Turner ES	X

*Private School

ATTACHMENT A-10
School Gardens Program Service Providers List, School Year 2015-16

21st Century School Fund
Anacostia Watershed Society (AWS)
Captain Planet Foundation
Casey Trees
City Blossoms
Cultivate the City
DC Environmental Education Consortium (DCEEC)
DC Greens
Department of Energy and the Environment (DOEE)
FarmRaiser
FRESHFARM Markets FoodPrints Program
Kid Power
Natural Partners / Monarch Sister Schools Program (MSSP)
REAL School Gardens
Rooftop Roots
University of the District of Columbia Master Gardener Program
Washington Youth Garden (WYG)

ATTACHMENT A-11
Recommended Curricular Resources for School Gardens

Grade	Curriculum Description	Subject	Cost
K-4	<p>Botany on Your Plate introduces the world of plants through foods we eat. Children explore edible roots, stems, leaves, flowers, fruits, and seeds through observation, dissection, journaling, discussion of findings, and, of course, tasting! Supports standards in nutrition, math, language arts, and social studies. Every lesson includes plant snacks that spark curiosity, interesting questions, and social dialogue to fuel the learning process. http://www.gardeningwithkids.org/books.html</p>	<p>NUTRITION MATH E.L.A. SOCIAL STUDIES</p>	<p>\$21</p>
K-8	<p>Math in the Garden uses a mathematical lens to take children on an education-filled exploration of the garden. Dozens of hands-on activities hone math skills and promote inquiry, language arts, and nutrition. All were developed to support mathematics and science standards and were extensively trial-tested by educators and youth leaders nationwide. http://www.gardeningwithkids.org/books.html</p>	<p>MATH</p>	<p>\$30</p>
K-8	<p>PLT curriculum resources help today's educators teach tomorrow's decision makers about the environment. The goal is to teach students <i>how</i> to think, not <i>what</i> to think about the environment. Contact Grace Manubay at grace.manubay@dc.gov for information on professional development. http://www.plt.org/curriculum</p>	<p>SCIENCE SOCIAL STUDIES ENVIRONMENT</p>	<p>FREE w/PD</p>
1-5	<p>Growing Healthy Habits Grow It, Eat It! curriculum provides nutrition education through gardening at schools. This curriculum was developed specifically for educators in Maryland reaching low-income youth who wish to use gardening as a tool for improving nutrition-related behaviors. http://md.nutrition-ed.org/</p>	<p>E.L.A. SCIENCE HEALTH</p>	<p>FREE</p>
1-6	<p>Five Minute Field Trips activities have been grouped into three sections: Awareness, Understanding, and Action. Sequencing activities in this order is a natural flow for learning about our world. These are the "classics" of Environmental Education. http://www.geoec.org/lessons/5min-fieldtrips.pdf</p>	<p>ENVIRONMENT</p>	<p>FREE</p>
2-6	<p>The Growing Classroom was developed by the Life Lab Science Program and revised to meet current science standards and educator needs. This bestselling teacher's manual features strategies for managing garden-based science instruction — including planning a garden laboratory, facilitating investigative lessons on ecology and nutrition, and involving the community. http://www.gardeningwithkids.org/books.html</p>	<p>SCIENCE</p>	<p>\$40</p>
4-8	<p>LiFE Series Curriculum Set engages students in hands-on investigations of our complex food system and how to use scientific evidence to make healthy food and activity choices.</p>	<p>SCIENCE</p>	<p>\$90</p>

Growing Food; Farm to Table & Beyond; and Choice, Control & Change were developed by renowned educators at Teachers College of Columbia University, and are based on years of research. Although the modules are ideally used in consecutive years, each is a strong, stand-alone curriculum.

5-12	<p>http://www.gardeningwithkids.org/books.html</p> <p>French Fries and the Food System provides kids from varied backgrounds with a fertile environment in which to develop an appreciation for the links between farming and food systems. Seasonal lessons range from practical, hands-on activities to social and economic aspects of the food cycle. The lessons and activities are organized by seasons. This book is an excellent resource for classroom and community educators!</p> <p>http://www.gardeningwithkids.org/books.html</p>	SCIENCE SOCIAL STUDIES	\$27
6-8	<p>The Nourish Middle School Curriculum Guide offers a rich set of resources to open a meaningful conversation about food and sustainability. Beautifully designed and brimming with big ideas, the materials contain a viewing guide, six learning activities, action projects, student handouts, a bibliography, and a glossary.</p> <p>http://www.nourishlife.org/teach/curriculum/</p>	SCIENCE HEALTH E.L.A.	\$125
9-12	<p>Life Learning Academy's Organic Opportunities uses food as a tool to engage students in academic learning, vocational training, and personal development. By involving students in every component of the food system, Organic Opportunities also aims to alter students' relationship with food, inspiring them to develop healthy lifelong eating habits.</p> <p>http://www.lifelearningacademysf.org/pdf/curricula/6.5_EarthCurricula_OrganicOpportunities.pdf</p>	BUSINESS MATH NUTRITION	FREE
K-12	<p>Dig Art! Cultivating Creativity in the Garden is a new project guide for educators working with youth that integrates gardening with the arts. The arts activities in this guide will help to teach ecological literacy and inspire new enthusiasm for garden-based learning. Dig Art! activities support youth to creatively express themselves and their garden experiences through gourd art, printmaking, time-lapse photography, and other creative projects. http://blogs.cornell.edu/garden/get-activities/signature-projects/dig-art/</p>	ART HEALTH	FREE
K-12	<p>Teaching the Food System offers a curriculum, comprised of eleven classroom-ready modules, that spans issues in the food system from field to plate. The material is focused on issues in the U.S. food system but also touches on some of their global implications. Each module includes lesson plans, slides, handouts, vocabulary builders, and other materials that help educators deliver compelling lessons with minimal preparation.</p> <p>http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/</p>	VARIES	FREE
K-8	<p>ROOTS (Restoring Our Own Trees Through Service) is an education initiative that aims to provide teachers and students</p>	SCIENCE MATH	FREE

with methods to connect with their schoolyard environment. ROOTS utilizes familiar academic disciplines, such as math, reading, and science, to encourage teachers and students to use their backyard forest as their outdoor classroom. Lessons are aligned with DCPS standards.

<http://caseytrees.dreamhosters.com/wp-content/uploads/2012/02/roots-2012-curriculum.pdf>

3-4

The Great Garden Detective Adventure helps students discover what fruits and vegetables are sweetest, crunchiest, and juiciest through a series of investigations and fun experiences connecting the school garden to the classroom, school cafeteria, and home. This eleven-lesson curriculum for grades 3 and 4 includes bulletin board materials, veggie dice, fruit and vegetable flash cards, and ten issues of Garden Detective News for parents/caregivers.

<http://teamnutrition.usda.gov/Resources/gardendetective.html>

NUTRITION

FREE

Pre K

Our First Harvest is a garden-based early childhood curriculum created by City Blossoms Inc. More information can be found on their website. <http://cityblossoms.org/what-we-offer/#curriculum>

NUTRITION

FREE

**ATTACHMENT A-12
2015 School Garden Grant Recipients**

School Name	New/Existing School Garden	Ward	Type	Award Amount
Bridges PCS	Existing	4	PCS	\$15,000
Browne Elementary School	New	5	DCPS	\$15,000
Burroughs Education Campus	Existing	5	DCPS	\$15,000
Cardozo High School	New	1	DCPS	\$14,945
Cleveland Elementary School	Existing	1	DCPS	\$12,110
Columbia Heights Education Campus	Existing	1	DCPS	\$15,000
Creative Minds International PCS	New	5	PCS	\$14,400
HD Cooke Elementary School	Existing	8	DCPS	\$15,000
Hendley Elementary School	New	3	DCPS	\$15,000
Horace Mann Elementary School	Existing	6	DCPS	\$14,990
Houston Elementary School	New	7	DCPS	\$15,000
Jefferson Middle School	Existing	6	DCPS	\$15,000
JO Wilson Elementary School	Existing	8	DCPS	\$15,000
Ketcham Elementary School	New	6	DCPS	\$12,670
Ludlow-Taylor Elementary School	Existing	6	PCS	\$15,000
Mundo Verde Bilingual PCS	Existing	6	DCPS	\$14,991
Peabody Elementary School	Existing	7	DCPS	\$15,000
Randle Highlands Elementary School	Existing	6	DCPS	\$14,253
Seaton Elementary School	Existing	7	DCPS	\$15,000
Sousa Middle School	Existing	3	DCPS	\$15,000
Stoddert Elementary School	Existing	8	PCS	\$14,967
Friendship Tech Prep PCS	New	1	DCPS	\$14,269
Tubman Elementary School	Existing	6	DCPS	\$12,000
Tyler Elementary School	Existing	5	PCS	\$15,000
Washington Yu Ying PCS	Existing	4	DCPS	\$15,000
West Education Campus	Existing	4	DCPS	\$11,000

**ATTACHMENT A-13
2016 School Garden Grant Recipients**

School Name	Existing/New	Ward	Type	Award Amount
Barnard Elementary School	Existing	4	DCPS	\$15,000.00
Beers Elementary School	Existing	7	DCPS	\$15,000.00
Bridges PCS	Existing	4	PCS	\$15,000.00
Cardozo Educational Campus	New	1	DCPS	\$14,986.00
Center City - Brightwood PCS	New	4	PCS	\$15,000.00
Creative Minds International PCS	Existing	1	PCS	\$15,000.00
Francis Scott Key Elementary School	Existing	3	DCPS	\$15,000.00
Friendship - Blow Pierce Elementary PCS	Existing	7	PCS	\$15,000.00
Friendship - Tech Prep Academy Middle PCS	Existing	8	PCS	\$14,070.00
H. D. Cooke Elementary School	Existing	1	DCPS	\$15,000.00
Henley Elementary School	Existing	8	DCPS	\$15,000.00
Houston Elementary School	New	7	DCPS	\$15,000.00
J. O. Wilson Elementary School	Existing	6	DCPS	\$15,000.00
Jefferson Middle School	Existing	6	DCPS	\$15,000.00
Ketcham Elementary School	New	8	DCPS	\$15,000.00
Kimball Elementary School	Existing	7	DCPS	\$15,000.00
Lafayette Elementary School	Existing	4	DCPS	\$15,000.00
Ludlow Taylor Elementary	Existing	6	DCPS	\$15,000.00
Malcolm X Elementary School	Existing	8	DCPS	\$15,000.00
Peabody Elementary School	Existing	6	DCPS	\$15,000.00
Randle Highlands Elementary	Existing	7	DCPS	\$13,015.00
School Within School at Goding	Existing	6	DCPS	\$15,000.00
School Without Walls at Francis Stevens	Existing	2	DCPS	\$15,000.00
Simon Elementary School	New	8	DCPS	\$15,000.00
Smothers Elementary School	Existing	7	DCPS	\$15,000.00
Thomson Elementary School	Existing	2	DCPS	\$14,960.00
Tyler Elementary School	Existing	6	DCPS	\$15,000.00
Van Ness Elementary School	New	6	DCPS	\$10,000.00
West Education Campus	Existing	4	DCPS	\$11,200.00



**District of Columbia
Healthy Schools Act of 2010
B – Health & Physical Education Report**

**Reporting Period
October 2015 – May 2016**

As required by the Healthy Schools Act of 2010, DC Official Code § 38-821.01 *et seq.*, the District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to report to the Council and the Healthy Youth and Schools Commission on:

- (1) The compliance of the District's public and public charter schools with physical (PE) and health education requirements; and
- (2) Student achievement with respect to OSSE's PE and health education standards, and national physical activity recommendations.

Additionally, OSSE is pleased to report on:

- (1) Additional measures of Healthy Schools Act compliance; and
- (2) Continued implementation of the Healthy Schools Act.

Highlights from these sections include:

- Increasing the number of schools meeting the physical education minutes as outlined in the Healthy Schools Act from 0 schools in school year 2013-14 to over 10 schools in 2016.
- Awarding 36 grants for approximately \$1,600,000 to schools and community-based organizations to increase the physical activity students are engaging in before, during, or after the school day through the DC Physical Activity for Youth and the DC Physical Education and Health Education grant.
- Approval of the District of Columbia's new Health Education Standards by the State Board of Education. The standards were developed by the Office of the State Superintendent's Division of Health and Wellness with the support of various community stakeholders and other District agencies.
- Designing and administering a new Health and Physical Education Assessment for grades 5, 8, and high school (during the year that a health class is taken) of the District's public and public charter schools. The assessment measured student knowledge of the 2007 Physical Education Standards and the proposed 2016 Health Education Standards.

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

OSSE continues to collect data through the annual School Health Profile. Ninety-nine percent of applicable schools (excluding adult education schools and schools that did not participate in the National School Lunch Program) completed the School Health Profile. A total of 218 DCPS and public charter schools were included in the analysis of the School Health Profile data.

Students in Kindergarten through grade 5 received an average of 81 minutes per week of PE and students in grades 6 through 8 received an average of 133 minutes per week of PE.

Students spent far more than the required 50 percent of their time in PE classes engaged in physical activity (89 percent for grades K-5 and 92 percent for grades 6-8). Students in

Kindergarten through grade 5 received an average of 42 minutes per week of health education

and students in grades 6 through 8 received an average of 57 minutes per week of health education.

Healthy Schools Act Requirements

Mandatory Reporting

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

School Health Profile

Under the Healthy Schools Act, all DCPS and public charter schools shall submit information related to compliance with the PE and health education standards and other aspects of the Healthy Schools Act to OSSE by February 15 of each year. The OSSE School Health Profile is utilized for this purpose.

Physical Education

Under the Healthy Schools Act, all DCPS and public charter schools must provide PE for students in grades Kindergarten through 8. The Healthy Schools Act 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 the Healthy Schools Act, all DCPS and public charter schools must provide health education for students in grades Kindergarten through 8. The Healthy Schools Act requires that health education be provided for an average of 75 minutes per week in grades Kindergarten through 8.

Results – Compliance with Physical and Health Education Requirements

School Health Profile

Data from the 2016 School Health Profile³ pertinent to the PE and health education requirements are reported in this section. School Health Profile data pertinent to other

³ Each public school, public charter school, and participating private school within the District of Columbia is required to complete the School Health Profile Questionnaire and submit to OSSE pursuant to the *Healthy Schools Act of 2010*. The information collected in the School Health Profile serves as a comprehensive means of monitoring and evaluating schools on how well they are meeting the requirements under the Healthy Schools Act. All data in the School Health Profile are self-reported by each school. The School Health Profile Questionnaire was condensed during the 2015-16 school year with the goal of enhancing the quality of the data collected and easing the collection process for schools.

measures of compliance with the Healthy Schools Act are also reported in this document in *Section 3: Additional Measures of Healthy Schools Act Compliance*.

Ninety-nine percent of applicable schools (excluding adult education schools and schools that did not participate in the National School Lunch Program) completed the School Health Profile. A complete analysis of the School Health Profile data will be available in September 2016.

Adherence to Physical and Health Education Minutes

Data on the minutes of PE and health education in DCPS, public charter schools, and participating private schools were collected using (1) the School Health Profile Questionnaire and (2) Healthy Schools Act Compliance Determination Visits (Attachment B-1).

(1) School Health Profile Data

The 2016 School Health Profile Questionnaire included the following inquiries:

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

A total of 218 DCPS and public charter schools were included in the analysis of the School Health Profile data. To maintain consistency in analysis and reporting, PE and/or physical activity data were removed from 20 schools and health education data were removed from 27 schools based upon the following criteria:

- Data that indicated that students received more than 125 minutes per week of health education in any grade were eliminated as likely outliers.
- 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.

Students in Kindergarten through grade 5 received an average of 81 minutes per week of PE and students in grades 6 through 8 received an average of 133 minutes per week of PE. Students spent far more than the required 50 percent of their time in PE classes engaged in physical activity (89 percent for grades K-5 and 92 percent for grades 6-8). Students in Kindergarten through grade 5 received an average of 42 minutes per week of health education and students in grades 6 through 8 received an average of 57 minutes per week of health education.

Table 1. Average Minutes of Physical and Health Education per Week, School Year 2015-16

	K - 5	6 - 8
Physical Education	81	133
Health Education	42	57

The minutes of PE and health education provided over the past five school years as compared to the Healthy Schools Act requirements are presented in Figures 1 and 2. With outliers removed as discussed above, PE minutes (Figure 1) increased by eight minutes per week in Kindergarten through grade 5 and decreased by seven minutes per week in grades 6 through 8 between the 2014-15 school year and the 2015-16 school year. Health education minutes (Figure 2) increased by seven minutes per week in Kindergarten through grade 5 and increased by 13 minutes per week for grades 6 through 8 between the 2014-15 school year and the 2015-16 school year. The increase in PE minutes in Kindergarten through grade 5 may be a result of the increased planning time for schools to include additional PE time into schedules and additional support from OSSE and DCPS in helping schools meet the minutes. The reported number of PE minutes for Kindergarten through grade 5 is the highest it has been since 2010. The decrease in PE minutes in grades 6 through 8 may be a result of both the increase in outliers in the 2016 data and the increase in health education reported.

Figure 1. Minutes per Week of Physical Education in Grades K-5 and 6-8 as Compared to Healthy Schools Act Requirements, school years 2010-11 through 2015-16

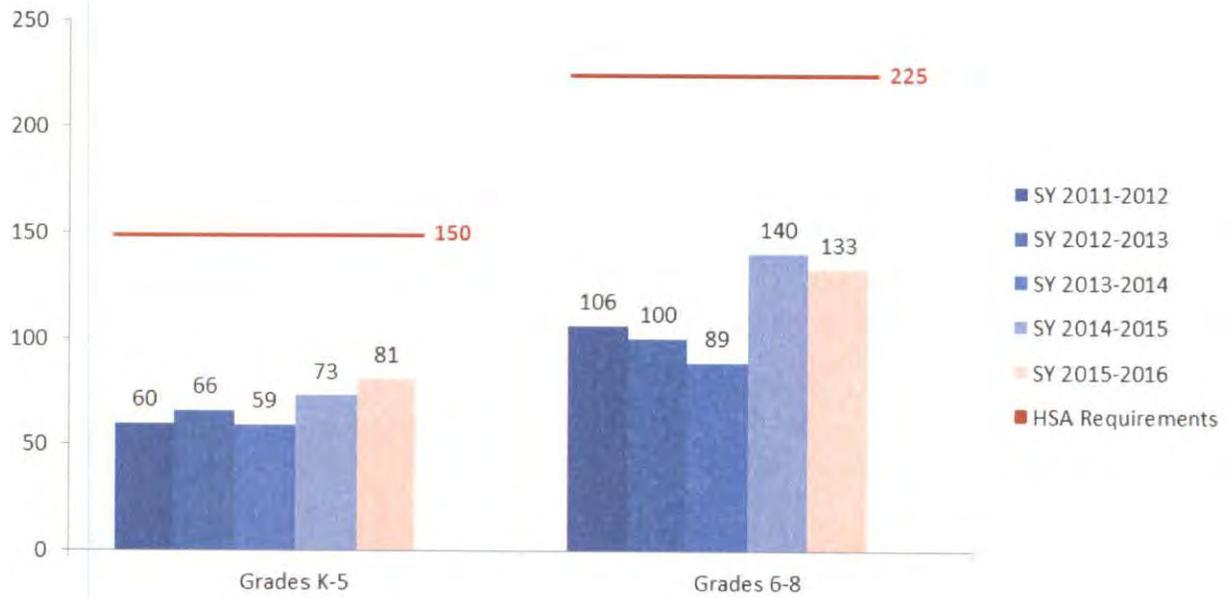
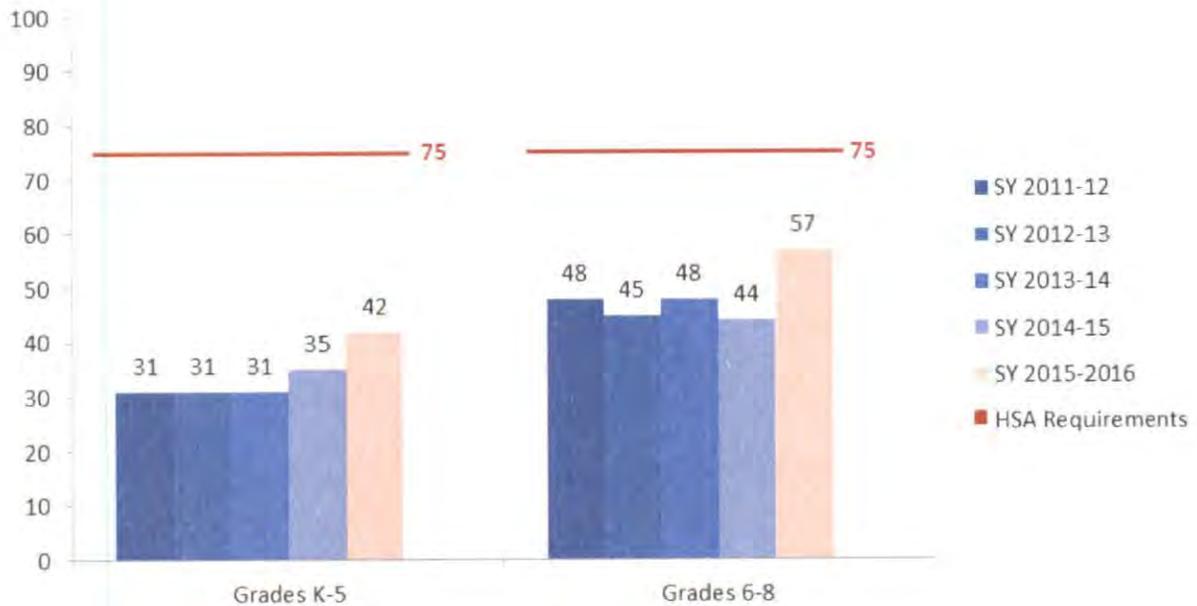


Table 2. Number of Outliers Removed from School Health Profile Data, school years 2011-12 through 2015-16

	Number of Outlier Schools Removed	
	Physical Education	Health Education
SY 2015-16	20	27
SY 2014-15	12	26
SY 2013-14	7	15
SY 2012-13	5	15
SY 2011-12	1	23

Figure 2. Minutes per Week of Health Education in Grades K-5 and 6-8 as Compared to Healthy Schools Act Requirements, school years 2011-12 through 2015-16



Although most public schools in the District are not yet meeting the Healthy Schools Act requirements for PE and health education, there has been some noteworthy progress made towards the PE and health education minutes. This is likely due in large part to an increase to three days per week of PE in all DCPS middle schools and increased support from OSSE and DCPS in helping schools work towards the required minutes.

In an effort to support the provision of 150 minutes of weekly PE and 75 minutes of weekly health education for students in Kindergarten through grade 5, OSSE awarded \$600,000 in grant funds through the OSSE Physical and Health Education Grant to support six public charter elementary schools (Attachment B-2) in providing 150 minutes of weekly PE and 75 minutes of weekly health education. As part of the grant application, 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 the 2015-16 and 2016-17 school years. The grant is a two-year grant and will continue during the 2016-17 school year. OSSE has worked closely with the grant recipients to ensure implementation of the grant program. OSSE will continue to work with the grant recipients and will evaluate the grant through information gathered from students, parents, teachers, and administrators. The survey and reporting data from the first year of the grant program will be available in September 2016.

(2) *Healthy Schools Act Compliance Determination Visit Data*

During on-site Healthy Schools Act compliance determination visits to schools, OSSE observed at least one meal service, at least one PE and/or health education class, and other opportunities for physical activity (e.g., recess, movement in the classroom). Schools were also monitored for compliance with the Healthy Schools Act on healthy vending, fundraising, prizes in schools, and local wellness policies (discussed further in this document in *Section 3: Additional Measures of Healthy Schools Act Compliance*). During the 2015-16 school year, OSSE conducted site visits to school sites in conjunction with the United States Department of Agriculture (USDA) School Meal Programs Administrative Review. Visits were scheduled at 20 school sites, which included 17 public charter schools and three participating private schools. Visits were completed at 16 schools, three visits were rescheduled due to conflicts with school schedules (Kingsbury Day School, Meridian Public Charter School, and Washington Math & Science Public Charter High School), and one visit was cancelled as a result of an LEA losing its charter (Potomac Preparatory Public Charter School). All school sites were housed within a total of 16 different LEAs (seven grades Kindergarten-5, two grades Kindergarten-8, one grades Kindergarten-adult, two grades 6-8, two grades 6-12, and one grade 9-12). A list of the schools visited in the 2015-16 school year is provided in Attachment B-3.

During the site visits, OSSE observed PE and health education classes in all 16 school sites. All 16 schools where PE and health education classes were observed met or were working towards the Healthy Schools Act requirements for PE and health education for the appropriate grade level, including:

- one school that exceeded both the PE and health education requirements;
- two schools that exceeded the health education requirement;
- one school that met the PE requirements;
- one school that met the health education requirements; and
- eleven schools that are working towards the health and PE requirements.

Discussions with school administrators during the visits continued to reveal that although schools are making strides towards the new PE and health education requirements, there is still concern given limited scheduling, staffing, funding, and facilities.

Section 2: 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). During the 2015-16 school year, OSSE transitioned from the secure standardized DC CAS Health to the Health and Physical Education Assessment Data Collection (Data Collection), a model designed to leverage instructional plans LEAs already had in place, and allowing LEA innovation and flexibility in how to measure the Physical and Health Education Standards.

Healthy Schools Act Requirements

Mandatory Reporting

Under the Healthy Schools Act, OSSE shall report to the Mayor, DC Council, and the Healthy Youth and Schools Commission regarding student achievement with respect to OSSE's PE and health education standards by September 30 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. The DC CAS Health was put on hold for the 2014-15 school year to accommodate the transition to the [Partnership for Assessment of Readiness for College and Careers](#) (PARCC). During the 2015-16 school year, OSSE transitioned from the secure standardized DC CAS Health to the Health and Physical Education Assessment Data Collection (Data Collection), a model designed to leverage instructional plans LEAs already had in place, and allowing LEA innovation and flexibility in how to measure the Physical and Health Education Standards. LEAs that did not participate in the Data Collection opted to administer the State-generated Health and Physical Education Assessment ("the assessment") during the 2015-16 testing window of March 28 through June 10. The Health Education Standards were revised during the 2015-16 school year, and the 2016 assessment was aligned to the proposed Health Education Standards as an opportunity for LEAs the opportunity to field test the standards. Students in grades 5, 8 and high school health were required to participate in either the Data Collection or the assessment.

FITNESSGRAM Data from District of Columbia Public Schools⁴

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

⁴ 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.

(Attachment B-4) 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

The 2015-16 school year FITNESSGRAM data from DCPS is currently being collected and will be available in September 2016.

SECTION 3: Additional measures of Healthy Schools Act compliance.

OSSE continues to assist District schools in meeting the requirements set forth by the Healthy Schools Act. During the 2015-16 school year, OSSE awarded \$124,144 more than during the 2014-15 school year through the DC Physical Activity for Youth grant, created to assist schools in increasing their capacity to offer physical activity to students before, during, or after the school day. Efforts to enhance the availability of healthier foods and filtered water were demonstrated by a 2 percent increase in the availability of water during meal times, as reported in the 2016 School Health Profile. Schools continue to meet meal requirements set forth by the Healthy Schools Act, and 100 percent of the 16 schools visited during a Compliance Determination were in compliance with the Healthy Schools Act requirements for healthy vending, fundraising, and prizes.

Healthy Schools Act Requirements

Funding for Healthy School Meals

Under the Healthy Schools Act, 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 the Healthy Schools Act, 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 the 2015-16 school year, all DCPS, public charter schools and participating private schools received additional funding for providing meals that met the requirements of the Healthy Schools Act.

Promoting Physical Activity

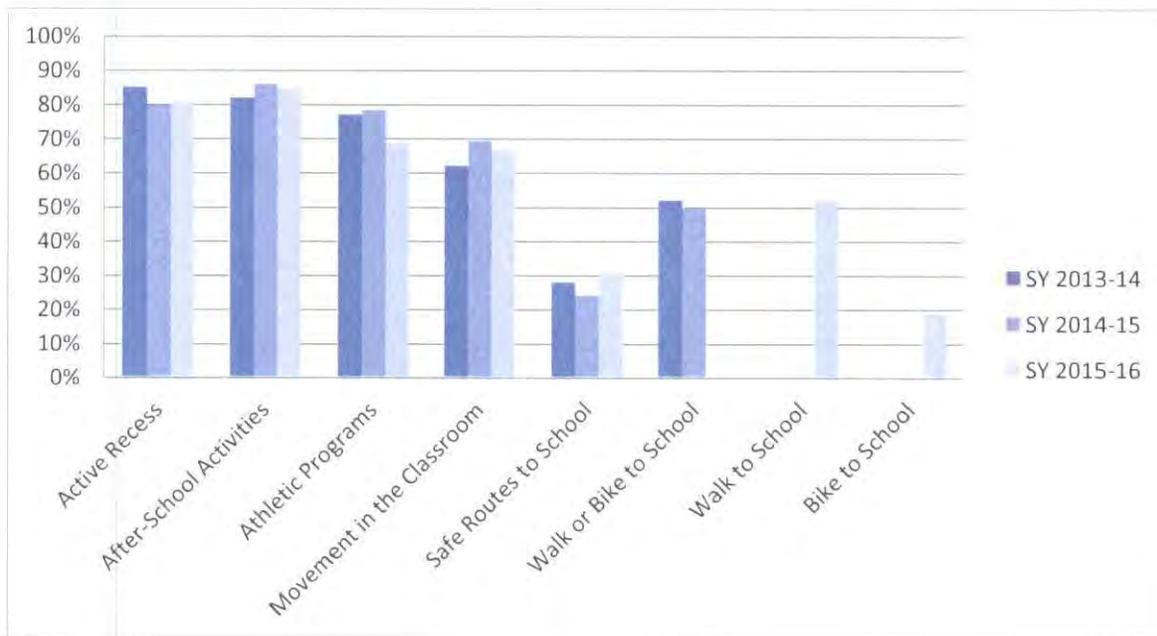
Under the Healthy Schools Act, DCPS and public charter schools shall promote the goal of engaging in 60 minutes per day of physical activity for District children.

Results

Based upon data reported in the 2016 School Health Profile, schools utilized a variety of strategies to promote physical activity, including active recess, movement in the classroom, and athletic programs (Figure 4). Since the 2014-15 school year, there has been an increase in the number of schools utilizing safe routes to school (seven percentage point increase) and active recess (one percentage point increase to increase students' opportunities for physical activity). Unlike previous years, walk to school and bike to school activities were collected separately in the 2016 School Health Profile Questionnaire. Fifty-two percent of schools reported walk to school and 19 percent of schools reported bike to school as strategies for physical activities, compared to the 50 percent combined result in the 2014-15 school year data collection.

OSSE assists schools in promoting physical activity throughout the school day through our DC Physical Activity for Youth grant and through workshops, trainings, and technical assistance for the schools.

Figure 4. Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity, school years 2012-13 through SY 2015- 16



Funding for Increased Physical Activity in Schools

Under the Healthy Schools Act, the Healthy Schools Act Fund shall be used to make grants available through a competitive process to DCPS and public charter schools that seek to increase the amount of physical activity in which their students engage.

Results

During the 2015-16 school year, OSSE awarded 36 DC Physical Activity for Youth grants to 23 DCPS schools and 13 public charter schools (Attachment B-5). The 2015-16 school year was the fourth year of the grant program. The DC Physical Act for Youth 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 supported the 2015-16 DC Physical Activity for Youth projects was \$344,144 (an increase of \$124,144 from the 2014-15 school year). The projects started in summer 2015 and will continue through June 2016. OSSE monitors 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 also uses surveys to gather

information on the impact of the DC Physical Activity for Youth program on student and teacher attitudes and behavior around physical activity. Data from the 2015-16 DC Physical Activity for Youth grant cohort will be available in September 2016.

OSSE is currently accepting applications for the 2016-17 DC Physical Activity for Youth grant cohort. OSSE will provide a list of 2016-17 grant recipients at a later date.

Healthy Vending, Fundraising, and Prizes in Schools

Under the Healthy Schools Act, all beverages and snack foods provided by or sold in DCPS and public charter schools, 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 2016 School Health Profile, 13 percent of schools provided student access to vending machines. The top three reported food and/or beverage categories sold in vending machines included 100 percent fruit and/or vegetable juice, baked chips, lower calorie and/or fat snacks, and water. In addition, 15 percent of schools had a school store. The most reported food and/or beverage categories sold in school stores included 100 percent fruit and/or vegetable juice and baked chips, lower calorie and/or fat snacks, in addition to regular chips, pretzels and snack mixes. During the 2015-16 school year Healthy Schools Act Compliance Determination visits, 100 percent of school sites were in compliance with the Healthy Schools Act requirements for healthy vending, fundraising, and prizes. Only one of the 16 schools reported having fundraisers that included food and beverage items and reported that the items sold met Healthy Schools Act and USDA's HealthierUS School Challenge program at the Gold Award level⁵ and Smart Snacks Standards⁶ (as determined by the USDA's Smart Snacks Calculator). Therefore, the fundraising activities were determined to be in compliance with the Healthy Schools Act.

Sufficient Time during the Lunch Period

Under the Healthy Schools Act, 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 2015-16 school year Healthy Schools Act Compliance Determination visits, all 16 schools 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. On average the schools provided 31 minutes for students to eat lunch.

⁵ The HealthierUS School Challenge: Smarter Lunchrooms (HUSC: 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.

⁶ Smart Snacks Standards are practical, science-based nutrition standards published by the United States Department of Agriculture for snack foods and beverages sold to children at school during the school and are required by the Healthy, Hunger-Free Kids Act of 2010.

Local Wellness Policies

Under the Healthy Schools Act, each LEA shall collaborate with parents, students, food service providers, and community organizations to develop, adopt, and update a local wellness policy which shall be revised once every three years. Each local wellness policy 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 the 2015-16 school year, OSSE monitored local wellness policy requirements for public participation, transparency, and implementation through the Healthy Schools Act Compliance Determination visits. Based upon the visits conducted during the 2015-16 school year, 100 percent of schools promoted their local wellness policies 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 four new LEAs (The Children's Guild DC Public Charter School, Kingsman Academy Public Charter School, Monument Academy Public Charter School, and Washington Global Public Charter School) in developing and implementing their local wellness policies. OSSE also assisted sixteen LEAs in updating their local wellness policies (AppleTree Public Charter School, Briya Public Charter School, DC Bilingual Public Charter School, DC International Public Charter School, DC Preparatory Public Charter School, Democracy Prep Public Charter School, DC Department of Youth Rehabilitation Services, E.L. Haynes Public Charter School, Imagine Hope Public Charter School, Inspired Teaching Demonstration Public Charter School, KIPP DC Public Charter School, Lee Montessori Public Charter School, Meridian Public Charter School, Richard Wright Public Charter School, Roots Public Charter School, and San Miguel School).

According to results from the 2016 School Health Profile, 54 percent of schools posted their local wellness policy on the school website, 60 percent made it available in the main office, and 31 percent posted it in the cafeteria or eating area. Seven percent of schools indicated that this information was not made publicly available.

Availability of Cold, Filtered Water

Under the Healthy Schools Act, all DCPS, public charter schools, 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. This is also required under the National School Lunch Program.

Results

Based upon the data reported in the 2016 School Health Profile, 88 percent of schools stated that they had water available to students during meal times, compared to 86% during the 2014-15 school year. Results from the Healthy Schools Act Compliance Monitoring visits confirmed the availability of water during meal times in all schools visited. The percent of schools that stated they had water available to students during meal times increased by two percent when compared to last school year.

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

OSSE provided training, technical assistance, and resources to schools based on the DC Health Education Standards and the Physical Education Standards, including that in the areas of Physical Education/Physical Activity and School Health and Wellness. Information was disseminated to students through OSSE's Youth Advisory Committee⁷ and the Healthy Schools Act Booklist⁸, and worked on the Youth Risk Behavior Survey, Health and Physical Education Curricula and Resources Library, and Healthy Youth Resource Guide and Quickbase Referral Tracking System initiatives. Notably, the Health Education Standards were revised and approved by the State Board of Education, and will be implemented during the 2016-17 school year. OSSE also plans to implement the Whole School, Whole Community, Whole Child model and align it with current efforts and initiatives within the District of Columbia during the upcoming school year.

Curricular Standards

Under the Healthy Schools Act, the required PE and health education curriculum shall meet the curricular standards adopted by the State Board of Education (SBOE). The PE standards have been in place since 2007, while the health education standards were revised and approved by the SBOE in 2016. 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 grade 8 and by the time they graduate from high school.

The District of Columbia's new Health Education Standards were approved by the SBOE on April 20, 2016. The standards were developed by OSSE's Division of Health and Wellness with the support of various community stakeholders and other District agencies. To update the health education standards, LEAs were asked to field test the proposed standards and provide OSSE with feedback. The approved standards will be implemented in the 2016-17 school year.

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. A list of reported partnerships will be available in September 2016.

During the 2015-16 school year, OSSE provided training, technical assistance, and resources in the areas below. The work done in each area shows progress made toward addressing initiatives previously stated in the 2015 Health and Physical Education Report.

⁷ The Youth Advisory Committee, comprised of 21 middle and high school students from across the District, is a cadre of young leaders that uses their knowledge and expertise to develop youth-led and youth-centered projects and activities around adolescent health issues.

⁸ The Healthy Schools Act Booklist is an annotated list of over 400 books with positive food, nutrition, and physical activity messages for children in Kindergarten through grade 5.

Physical Education/Physical Activity

- Conducted three trainings for DC Physical Activity for Youth grant recipients, which focused on various PE and health education curricula and physical activity programs which can be used in elementary, middle, and high schools; and also included CPR training by Georgetown University medical faculty and students.
- Collaborated with the Specialized Foundation to provide a comprehensive and research-based biking curriculum to DC middle schools.
- Implemented the Comprehensive School Physical Activity Program in District schools.
- Sponsored a 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.
- Sponsored a Soca Tribe training which is a creative way to allow learners to achieve physical activity through dancing and basic fundamental loco-motor skills.
- Sponsored a BOKS training which is a program powered by communities and empowers parents, teachers, schools and local volunteers to give kids a body and brain boost, through physical activity that will set them up for a day of learning.
- Sponsored a Coordinated Approach to Child Health PE training which creates behavior change are through enabling children to identify healthy foods, and by increasing the amount of moderate to vigorous physical activity children engage in each day.
- Sponsored a First-Tee National training which is an international youth development organization that introduces youth to golf.
- Sponsored a physical activity and nutrition professional development workshop for early care and education facilities and pre-K through 12 grade schools.

School Health and Wellness

- In partnership with Action for Healthy Kids conducted one School Wellness Team Training to assist schools in creating a School Wellness Team and using the team to implement and update local wellness policies.
- 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.
- Provided Nutrition 101 and Integrating Nutrition into the Curriculum trainings for schools.
- Organized a Health and Wellness Symposium planning meeting bringing together over 10 teams from a variety of DC agencies to organize the summer professional development event. The Symposium will serve as an opportunity for participants to obtain critical professional development and updates around health education including teaching strategies, content knowledge, community-based resources, parent engagement strategies, teaching materials and networking to share best practices.
- Partnered with OSSE’s Division of Elementary, Secondary, and Specialized Education to increase its capacity to provide Trauma Informed and Nonviolent Crisis Intervention trainings directly to schools.

- Provided training to the DC Personal Responsibility Education Program grantees on the Healthy Youth Resource Guide and Quickbase Referral System.
- Sponsored American Psychology Association's ACT Raising Safe Kids Program Training Workshop.
- In partnership with the American Psychology Association offered a training that focused on Trauma Informed Approach to Physical Activity Training.
- Sponsored a full-day Coordinated Approach to Child Health training to early childhood care centers.

OSSE's Youth Advisory Committee

- Provided an interactive workshop 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.
- The Youth Advisory Committee participated in Leading with Pride, which is a Gay-Straight Alliance Conference that brings together youth to strengthen their school's Gay-Straight Alliance. The Youth Advisory Committee provided a variety of interactive workshops.
- The Youth Advisory Committee will also participate in several other events such as Youth Pride Day, The Department of Behavioral Health's (DBH) Children's Mental Health Walk, and the 2016 Stonewall Symposium.
- In 2017, the Youth Advisory Committee will partake in creating a mural for the DC community and work on creating a social media campaign that will highlight the DC Youth Advisory Committee.

Healthy Schools Act Booklist

- Disseminated the booklist to schools along with accompanying classroom lessons.
- Recruited 24 library media specialists to participate in a pilot Literacy and Wellness Initiative program (Attachment B-6) with the purpose of providing the tools necessary to integrate health and wellness topics into library science, language arts and beyond. Participants received the following:
 - Fifteen free health and wellness books which could be added to their school's library
 - One copy of the *DC Healthy Schools Act Booklist*.
 - *DC Healthy Schools Act Booklist* Promotional Materials (Bookmarks and Stickers)
 - Curricula recommendations that use standards-based language arts as a method to teach a variety of health and wellness topics
- Requirements of participation in the pilot:
 - A one our training session that detailed how the *DC Healthy Schools Act Booklist* is aligned to the District's health education standards, as well as, how to use the booklist to integrate health and wellness into library science and throughout the school day.
 - Librarians provide evaluation data on how they use the booklist to promote health and wellness.

- Host one reading event during the school year that promoted health and wellness to the entire school community (i.e., family literacy night, guest readers invited to do read-a-louds, etc.)

Additionally, OSSE worked to address the following initiatives that were stated in the 2015 Health and Physical Education Report.

Youth Risk Behavior Survey

- Data on healthy-risk behaviors that contribute to the leading causes of death and disability among middle and high school youth in the District was collected and will results will be available in the 2016-17 school year (preliminary response data is included in Attachment B-7).

Health and Physical Education Curricula and Resources Library

- The library has been used extensively by administrators, health and PE teachers, and educators from LEAs and CBOs that work in or directly with schools.

Healthy Youth Resource Guide and Quickbase Referral Tracking System

- The updated guide and referral system was released in March 2016.
- Continued facilitating trainings to District schools.

Initiatives for the 2016-17 School Year

During the 2016-2017 school year, OSSE plans to:

- Provide technical assistance to at least 15 LEAs that need to update their local wellness policies, at least 3 new LEAs in developing and implementing their local wellness policies, and conduct Healthy Schools Act Compliance Determination visits to at least 20 schools to monitor compliance with the Healthy Schools Act.
- Continue to disseminate the DC Healthy Schools Act Booklist and assist elementary schools in using books from the booklist to promote nutrition, physical activity, and literacy.
- Develop and publicize a Comprehensive Health and Physical Education Booklist to expand the scope of PE and health-related topics available to students in Kindergarten through grade 12.
- Conduct needs assessment interviews with school administrators to gain a better understanding of the practice of withholding or assigning physical activity as punishment and 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 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.
- Collaborate with the State Board of Education, LEAs, and other stakeholders to revise and develop the Physical Education standards, adaptive Physical education standards, and develop a toolkit with resources for adaptive physical activity programming.
- Conduct a Health and Wellness Symposium for local educators.
- Analyze the Center for Disease Control and Prevention (CDC) and Healthy Schools Act (HSA) School Health Profiles.
- Release the sexual health and alcohol, tobacco, and other drugs Health Curricula Guidance Documents.
- Develop and promote the District’s “Out for Safe Schools Initiative” in partnership with DCPS, which is funded through DC’s Promoting Adolescent Health through School-Based HIV/STD Prevention and School-Based Surveillance grant.
- Facilitate RESPECT, an online virtual training that promotes Lesbian, Gay, Bisexual, Transgender, and Questioning inclusiveness in schools.
- Align new health education standards and instructional resources and materials to the other relevant standards and best practices (i.e. Common Core, Next Generation Science Standards, etc.) and provide resources for schools to effectively implement the newly revised health education standards.
- Implement the Whole School, Whole Community, Whole Child model and align it with current efforts and initiatives within the District of Columbia.

Conclusion

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 compliance with the law, as well as, improve our processes and the services that we provide to schools.

**Health & Physical Education Report
ATTACHMENTS**

ATTACHMENT B-1
Healthy Schools Act Compliance Determination Visit Checklist,
school year 2015-16

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

Contact Type:	Site Visit <input type="checkbox"/>	Corrective Action <input type="checkbox"/>	Penalty <input type="checkbox"/>
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 <input type="checkbox"/>	Technical Assistance <input type="checkbox"/>	Penalty (Sec. 206) <input type="checkbox"/>
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

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schools offer free breakfast to all students? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schools do not charge students for meals if the students qualify for reduced-price meals? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schools provide meals that meet the needs of children with diagnosed medical conditions? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schools participate in federal nutritional and commodity foods programs whenever possible? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schools provide food service provider information (i.e. menu, nutritional content, ingredients, and location) to parents and legal guardians upon request? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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 technical assistance. Use the attached Technical Assistance Form to describe the area requiring technical assistance and the type of assistance to be provided. 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 <input type="checkbox"/>	Technical Assistance <input type="checkbox"/>
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 150 minutes per week?
- For students in Grades 6 through 8, physical education is provided an average of at least 225 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 75 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 technical assistance. Use the attached Technical Assistance Form to describe the area requiring technical assistance and the technical assistance to be provided. A follow-up review must be conducted with 45 calendar days. Anticipated date of follow-up review:

ATTACHMENT B-2
DC Physical and Health Education Grantees, school year 2015-16

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	PCS	5	<ul style="list-style-type: none"> Grant funds will be used to create a robust 	\$100,000

School	Type	Ward	Project Summary	Award Amount
School			wellness program that allows all students to receive the required amount of physical education and health education.	

ATTACHMENT B-3
Schools that Received Healthy Schools Act Compliance Visits, school year 2015-2016

School	Ward	Date of Visit	# of Health Education min/week	# of PE min/week
Capital City Public Charter School	4	02/24/2016	60	90 (K-4); 165 (5-8)
Creative Minds International Public Charter School	1	02/19/2016	30	60 (K-1); 90 (2-5)
DC Bilingual Public Charter School	1	03/23/2016	30	90
DC International Public Charter School	1	05/04/2016	60	120
DC Preparatory Public Charter School	8	04/30/2015	60	200 (K-3); 225 (4-6); 150 (7-8)
Democracy Prep Public Charter School – Congress Heights	8	01/30/2015	75	75
Harmony Public Charter School	5	03/09/2016	45	90
Inspired Teaching Demonstration Public Charter School	5	02/10/2016	40	80 (K-5); 80 (6)
Kennedy Institute	5	02/26/2016	30	90
Kingsbury Day School*	4			
Lee Montessori Public Charter School	5	02/23/2016	45	90
Meridian Public Charter School*	1	05/27/2016		
Mundo Verde Bilingual Public Charter School	5	04/21/2016	90	120
Paul Public Charter School	4	05/05/2016	90	240
Richard Wright Public Charter	6	04/22/2016	90	180 (8)

School				
San Miguel School	4	04/12/16	60	120
Shining Stars Montessori Public Charter School	4	03/22/2016	60	60
Washington Latin Public Charter School	4	02/24/2015	50	110
Washington Math & Science Public Charter High School*	5			

*Site visits to these schools were rescheduled to late May and early June due to conflicts with school scheduling; data from these visits will be available in September 2016.

ATTACHMENT B-4 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



ATTACHMENT B-5

Physical Activity for Youth Grantees and Project Descriptions, school year 2015-16

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	PCS	4	<ul style="list-style-type: none"> Grant funds will support the salary of a full-time physical 	\$9,990

School	Type	Ward	Project	Award Amount
Public Charter School			education teacher.	
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
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 	\$10,000

School	Type	Ward	Project	Award Amount
			classes.	
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
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	PCS	7	<ul style="list-style-type: none"> Grant funds will support CityDance programming. 	\$5,000

School	Type	Ward	Project	Award Amount
Academy				
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	DCPS	7	<ul style="list-style-type: none"> Grant funds will support an arts residency that provides weekly dance programming 	\$10,000

School	Type	Ward	Project	Award Amount
School			to students.	
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
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

ATTACHMENT B-6
Healthy Schools Act Booklist Pilot Literacy and Wellness Program Schools

Pilot Literacy and Wellness School	Type	Ward
Tubman Elementary	DCPS	1
Marie Reed Elementary	DCPS	1
Cleveland Elementary	DCPS	1
Thomson Elementary	DCPS	2
School Without Walls at Francis Stevens	DCPS	2
Mann Elementary	DCPS	3
Janney Elementary School	DCPS	3
Whittier Education Campus	DCPS	3
John W. Ross Elementary School	DCPS	3
Murch Elementary	DCPS	3
Dorothy Height Elementary School	DCPS	4
Shepherd Elementary	DCPS	4
Washington Yu Ying	PCS	5
EW Stokes	PCS	5
Seaton Elementary	DCPS	6
Watkins Elementary	DCPS	6
Maury Elementary	DCPS	6
Peabody Primary School	DCPS	6
Nalle ES	DCPS	7
Kimball Elementary School	DCPS	7
Smothers Elementary	DCPS	7
Simon Elementary	DCPS	8
Ketcham Elementary School	DCPS	8
Martin L. King Elementary School	DCPS	8

ATTACHMENT B-7
Preliminary 2015 Youth Risk Behavior Survey Response Rate

LEAs Combined - All Schools										
	# Eligible Schools	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate*
	99	88	11	89%	87	99%	25637	20253	79%	70%
TOTALS	99	88	11	89%	87	99%	25637	20253	79%	70%
LEAs Combined - By School Type										
	# Eligible HS	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	36	33	3	92%	32	97%	14854	11018	74%	68%
TOTALS	36	33	3	92%	32	97%	14854	11018	74%	68%
	# Eligible MS	# Schools Participating	# School Refusals	Max School Participation Rate	# Admins Completed	Percent of Completed Admins	# Students Enrolled	# Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	63	55	8	87%	55	100%	10783	9235	86%	75%
TOTALS	63	55	8	87%	55	100%	10783	9235	86%	75%

*The current overall response rate is calculated by multiplying the max school participation rate and student response rate.

**Healthy Schools Act of 2010
REPORT APPENDIX**

Appendix [A]
2015-16 School Year School Health Profile Form

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

5. LEA Name* _____

5a. 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"/> Pre-K | <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"/> 2 | <input type="checkbox"/> 6 | <input type="checkbox"/> 10 | <input type="checkbox"/> Other _____ |

9. Contact Name* _____

9a. Contact E-mail* _____

9b. Contact Job Title* _____

OSSE will contact this person if there are questions about the SHP. This person will automatically be added as a user for the 2016-17 HSA SHP and will receive a PDF copy of the completed HSA SHP via e-mail for posting per section 602(c) of the Healthy Schools Act of 2010.

Section 2: Health Services

Recommended point of contact for this section: School Health Providers

10. Do you have nursing support for your students beyond a nurse provided by the Department of Health?*

- Full-time coverage Part-time coverage No additional coverage

11. What type(s) of health services does your school offer to students? *Select all that apply*

- Access and/or referrals to medical providers through a systematic process
- Prevention materials and resources for infectious diseases (HIV/AIDS, sexually transmitted infections, meningitis, etc.)
- Prevention materials and resources for chronic diseases (diabetes, obesity, asthma, etc.)
- Screening, testing, and/or treatment for infectious diseases (HIV/AIDS, sexually transmitted infections, meningitis, etc.)
- Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)
- Other _____

12. 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

13. What type of training do you provide for each audience on your anti-bullying policy? *Select all that apply*

Staff

- Professional Development (internal)
- Webinars
- Written Materials
- Outside Organizations Which Ones? _____
- Other _____

Students

- Professional Development (internal)
- Webinars
- Written Materials
- Outside Organizations Which Ones? _____
- Other _____

Parents/Community

- Professional Development (internal)
- Webinars
- Written Materials
- Outside Organizations Which Ones? _____
- Other _____

Section 3: Health Education Instruction

Recommended point of contact for this section: Health Education Teacher

Important Definitions for this Section:

Certified Teacher: Certified means a teacher that has credentials from an organization, association, college, or university to teach in a particular subject.

Highly Qualified Teacher: As per the US Department of Education, highly qualified means that a teacher must have 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.

Health Education Minutes: This number should represent the average number of minutes over the course of the year. If a student only receives health education for one semester or one quarter, please average the minutes for the whole year. Do **NOT** include physical education instruction time in this figure. This average should only include time that a particular student in each grade would receive health education instruction taught with a curriculum specifically designed for health education. For this question, please indicate an average between 0 and 300 minutes of health education that your school provides per grade for every week of the school year.

14. How many certified^ or highly qualified^ health education teachers does your school currently have on staff?*

... None One ... Two ... Three or more

14a. Name of Health Education Instructor 1*

14ai. Health Education Instructor 1 E-mail

14b. Name of Health Education Instructor 2*

14bi. Health Education Instructor 2 E-mail

14c. Name of Health Education Instructor 3*

14ci. Health Education Instructor 2 E-mail

15. If your school partners with any outside programs or organizations to satisfy the health education requirements (including nutrition, alcohol, tobacco and other drugs, sexual health, oral health, etc.), please specify their name below.*

Name of agency or organization: _____

No current partnership

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

Grades: K – 5 Minutes/Week: _____

Grades: 6 – 8 Minutes/Week: _____

17. Please indicate the total units of health education instruction that your school offers for high school students: _____ Units

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

Note: Please state the name of the curriculum. Avoid "Internally created" and "OSSE/DC Standards"

Grades: K – 5

- | | |
|--|-------------------|
| Communication and Emotional Health | Curriculum: _____ |
| Safety Skills | Curriculum: _____ |
| Human Body, Personal Health, and Hygiene | Curriculum: _____ |
| Human Growth and Development | Curriculum: _____ |
| Disease Prevention | Curriculum: _____ |
| Nutrition | Curriculum: _____ |
| Alcohol, Tobacco and Other Drugs | Curriculum: _____ |
| Healthy Decision Making and Goal-setting | Curriculum: _____ |
| Sexuality and Reproduction | Curriculum: _____ |
| Self-Management Skills | Curriculum: _____ |
| Analyzing Family, Cultural, Media and Technological Influences | Curriculum: _____ |
| Locate Health Information and Assistance | Curriculum: _____ |

Grades: 6 – 8

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

- Self-Management Skills Curriculum: _____
- Analyzing Family, Cultural, Media and Technological Influences Curriculum: _____
- Locate Health Information and Assistance Curriculum: _____

Grades: 9 – 12

- Communication and Emotional Health Curriculum: _____
- Safety Skills Curriculum: _____
- Human Body, Personal Health, and Hygiene Curriculum: _____
- Human Growth and Development Curriculum: _____
- Disease Prevention Curriculum: _____
- Nutrition Curriculum: _____
- Alcohol, Tobacco and Other Drugs Curriculum: _____
- Healthy Decision Making and Goal-setting Curriculum: _____
- Sexuality and Reproduction Curriculum: _____
- Self-Management Skills Curriculum: _____
- Analyzing Family, Cultural, Media and Technological Influences Curriculum: _____
- Locate Health Information and Assistance Curriculum: _____

Section 4: Physical Education Instruction

Recommended point of contact for this section: Physical Education Teacher

Important Definitions for this Section:

Physical Education: Physical education provides students with a structured, sequential, standards-based program of instruction designed to: develop knowledge on motor skills, health-related benefits of active living, and physical activity; increase self-esteem and social responsibility; build a foundation of practices that promote and facilitate the attainment of movement skills, fitness, and physical activities that can be maintained throughout life.

Physical Education Minutes: This number should represent the average number of minutes over the course of the year. If a student only receives physical education for one semester or one quarter, please average the minutes for the whole year. Do **NOT** include health education instruction time in this figure. This average should only include time that students receive physical education instruction with a curriculum specifically designed for physical education. For this question, please indicate an average between 0 and 400 minutes.

Physical Activity: Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a resting level. Physical activity can be repetitive, structured, and planned movement; leisurely; sports-focused; work-related; or transportation-related.

Physical Activity Minutes: This number should include the time that students are participating in moderate to vigorous physical activity. It should **NOT** include time devoted to administrative tasks, transitions, or breaks. This number should not exceed minutes reported in Questions 41, 44a, or 44b. For this question, please indicate an average between 0 and 400 minutes.

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

None One Two Three or more

19a. Name of Physical Education Instructor 1

19ai. Physical Education Instructor 1 E-mail

19b. Name of Physical Education Instructor 2

19bi. Physical Education Instructor 2 E-mail

19c. Name of Physical Education Instructor 3

19ci. Physical Education Instructor 2 E-mail

20. 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 to School
 After-School Activities Athletic Programs Safe Routes to School

None

Bike to School

Other: _____

21. For each grade span 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.*^

Grades: K – 5 Minutes/Week: _____

Grades: 6 – 8 Minutes/Week: _____

22. For each grade span 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.*^

Grades: K – 5 Minutes/Week: _____

Grades: 6 – 8 Minutes/Week: _____

23. Please indicate the units of physical education instruction that your school offers for high school students: _____ Units

24. Please indicate the average number of minutes devoted to actual physical activity within the high school physical education course: _____ Minutes of physical activity/Physical education course

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

Note: Please state the name of the curriculum. Avoid "Internally created" and "OSSE/DC Standards"

Grades: K – 5 Curriculum: _____

Grades: 6 – 8 Curriculum: _____

Grades: 9 – 12 Curriculum: _____

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

Note: Please state the name of the curriculum. Avoid "Internally created" and "OSSE/DC Standards"

Grades: K – 5 Curriculum: _____

Grades: 6 – 8 Curriculum: _____

Grades: 9 – 12 Curriculum: _____

27. How many minutes per week do students get recess on average?*

Grades: K – 5 Minutes/Week: _____

Grades: 6 – 8 Minutes/Week: _____

Grades: 9 – 12

Minutes/Week: _____

Section 5: School Nutrition and Local Wellness Policy

Recommended points of contact for this section: Food Services Director or Manager, Principal, Chair of School Wellness Council/Committee

Foods and/or beverages provided through vending machines, fundraisers, or school stores must meet following requirements of the United States Department of Agriculture's Healthier US School Challenge Program at the Gold Award Level: Calories from total fat must be \leq 35% (excluding nuts, seeds, nut butters, and reduced-fat cheese); trans-fat must $<$ 0.5g; calories from saturated fat must be $<$ 10% (reduced-fat cheese is exempt); total sugar must \leq 35% by weight (including naturally occurring and added sugars); sodium must be \leq 200mg per side dish and \leq 480mg per main dish/entrée; and portion sizes must not exceed the serving size of foods served in the National School Lunch/School Breakfast Programs and/or exceed 200 calories.

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

- Yes No

29. Where fruits and/or vegetables available for students in the service line?* *Select all that apply*

- Near the cash register By the entrée selections
 At the beginning of the lunch line Other _____

30. How many vending machines are available to students?*

- 0 1 2 3 4 or more

30a. What hours are student vending machines available? *Select all that apply*

- Before and/or after school
 During school hours
 During school hours, excluding meal times

30b. What items are sold from student vending machines? *Select all that apply*

- 100% fruit and/or vegetable juice Regular chips, pretzels and snack mixes
 Baked chips, lower calorie and/or fat snacks Sodas and/or fruit drinks
 Fresh fruits and/or non-fried vegetables Whole grain products
 Milk and dairy products Water

Other: _____

31. If you have a school store, what are the hours of operation? *Select all that apply**

- Before and/or after school
- During school hours
- During school hours, excluding meal times
- N/A

31a. What food and/or beverages are sold in the school store? *Select all that apply*

- 100% fruit and/or vegetable juice
- Regular chips, pretzels and snack mixes
- Baked chips, lower calorie and/or fat snacks
- Sodas and/or fruit flavored drinks
- Fresh fruits and/or non-fried vegetables
- Whole grain products
- Milk and dairy products
- Water
- Other: _____

32. From which of the following locations are students able to purchase fruits and/or non-fried vegetables? *Select all that apply*

- A La Carte in cafeteria
- Near the cafeteria cashier
- Elsewhere on school grounds Where? _____
- No fruits and/or non-fried vegetables available for student purchase

33. When foods and/or beverages are offered at school celebrations, are fruits and/or non-fried vegetables provided?

- Yes No

Section 6: Distributing Information

Recommended point of contact for this section: Principal

Important Definitions for this Section:

Sustainable Agriculture: An integrated system of plant and animal production practices having a site-specific application that will, over the long-term: (a) Satisfy human food and fiber needs; (b) Enhance environmental quality and the natural resources base upon which the agriculture economy depends; (c) Make the most efficient use of nonrenewable resources and on-farm resources and integrate, where appropriate, natural biological cycles and controls; (d) Sustain the economic viability of farm operations and (e) Enhance the quality of life for farmers and society as a whole.

34. How are following items distributed at your school? *Select all that apply*

LEA's Local Wellness Policy*

- | | |
|---|--|
| <input type="checkbox"/> School Website | <input type="checkbox"/> School Main Office |
| <input type="checkbox"/> School Cafeteria or Eating Areas | <input type="checkbox"/> To parent/teacher organization |
| <input type="checkbox"/> To foodservice staff | <input type="checkbox"/> To administrators |
| <input type="checkbox"/> To students | <input type="checkbox"/> This information is not available |
| <input type="checkbox"/> Other: _____ | |

School Menu for Breakfast and Lunch*

- | | |
|---|--|
| <input type="checkbox"/> School Website | <input type="checkbox"/> School Main Office |
| <input type="checkbox"/> School Cafeteria or Eating Areas | <input type="checkbox"/> To parent/teacher organization |
| <input type="checkbox"/> To foodservice staff | <input type="checkbox"/> To administrators |
| <input type="checkbox"/> To students | <input type="checkbox"/> This information is not available |
| <input type="checkbox"/> Other: _____ | |

Nutritional Content of Each Menu Item*

- | | |
|---|--|
| <input type="checkbox"/> School Website | <input type="checkbox"/> School Main Office |
| <input type="checkbox"/> School Cafeteria or Eating Areas | <input type="checkbox"/> To parent/teacher organization |
| <input type="checkbox"/> To foodservice staff | <input type="checkbox"/> To administrators |
| <input type="checkbox"/> To students | <input type="checkbox"/> This information is not available |

Other: _____

Ingredients of Each Menu Item*

- | | |
|---|--|
| <input type="checkbox"/> School Website | <input type="checkbox"/> School Main Office |
| <input type="checkbox"/> School Cafeteria or Eating Areas | <input type="checkbox"/> To parent/teacher organization |
| <input type="checkbox"/> To foodservice staff | <input type="checkbox"/> To administrators |
| <input type="checkbox"/> To students | <input type="checkbox"/> This information is not available |
| <input type="checkbox"/> Other: _____ | |

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

- | | |
|---|--|
| <input type="checkbox"/> School Website | <input type="checkbox"/> School Main Office |
| <input type="checkbox"/> School Cafeteria or Eating Areas | <input type="checkbox"/> To parent/teacher organization |
| <input type="checkbox"/> To foodservice staff | <input type="checkbox"/> To administrators |
| <input type="checkbox"/> To students | <input type="checkbox"/> This information is not available |
| <input type="checkbox"/> Other: _____ | |

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

- Yes No Vegetarian food options are not available

36. 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

Section 7: Environment

Recommended point of contact for this section: Principal, Lead Science Teacher

Important Definitions for this Section:

School Gardens: outdoor spaces that engage students through hands-on lessons that enhance learning.

Meaningful Watershed Educational Experience (MWEE's): Provide students with a better understanding of the natural environment by connecting classroom learning with outdoor field investigations. MWEE's encourage students to define an environmental issue, investigate the issue by collecting data through outdoor field experiences, take action to address the environmental issue at the personal or societal level, and then analyze and evaluate the results of the investigation to communicate findings to an audience. More information about MWEE's can be found at http://www.chesapeakebay.net/publications/title/meaningful_watershed_educational_experience.

37. Does your school currently have a School Garden? *^

Yes No

37a. Name of Garden Contact* _____

37b. Garden Contact E-mail* _____

38. Did any of your classes or student groups attend a farm field trip this year?*

Yes No

38a. How many students attended a farm field trip? _____

38b. What farm(s) did the students visit? _____

38c. Was this trip funded through an OSSE Farm Field Trip grant? Yes No

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

Yes No

39a. How many students are enrolled in this course in the 2015-16 school year? _____

40. Name of Lead Science Teacher/Environmental Literacy Instructor

40a. Lead Science Teacher/Environmental Literacy Instructor E-mail

41. 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:

Note: Please state the name of the curriculum. Avoid "Internally created" and "OSSE/DC Standards"

Grades: K – 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

Grades: 6 – 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

Grades: 9 – 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

Which of the following groups in your school participated in environmental education (EE) learning experiences provided by outside organizations or agencies?

42. Teachers of Grades K – 5 Yes No

42a. Who was the provider?

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other, please list: _____

43. Teachers of Grades 6 – 8 Yes No

43a. Who was the provider?

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)

- Federal Program (e.g., Smithsonian Institution)
- Other, please list: _____

44. Teachers of Grades 9 – 12 Yes No

44a. Who was the provider?

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other, please list: _____

45. Administrators Yes No

45a. Who was the provider?

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other, please list: _____

46. For each grade at your school, please indicate the level of participation in Meaningful Watershed Educational Experiences (MWEE) ^.

Grades: K – 5

- A system wide Meaningful Watershed Educational Experience is in place. Please describe (i.e., grade, description of unit, partnerships, etc.):

- Some classes participated in a Meaningful Watershed Educational Experience. Please describe (i.e., grade, description of unit, partnerships, etc.):

- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

Grades: 6 – 8

- A system wide Meaningful Watershed Educational Experience is in place. Please describe (i.e., grade, description of unit, partnerships, etc.):

- Some classes participated in a Meaningful Watershed Educational Experience. Please describe (i.e., grade, description of unit, partnerships, etc.):

- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

Grades: 9 – 12

- A system wide Meaningful Watershed Educational Experience is in place. Please describe (i.e., grade, description of unit, partnerships, etc.):

- Some classes participated in a Meaningful Watershed Educational Experience. Please describe (i.e., grade, description of unit, partnerships, etc.):

- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

47. What practices is your LEA implementing related to sustainable, green schools? *Select all that apply*

- School-wide Recycling Program
- Lead testing of water
- On-site Composting
- LEED Certification Type: ___ Silver ___ Gold ___ Platinum
- Project Learning Tree Green Schools
- National Wildlife Federation Eco-Schools
- Environmentally-friendly cleaning products
- Landscaping with native plants
- Stormwater reduction efforts (i.e., rain barrels, cisterns, rain gardens)
- Sprint to Savings/Green Schools Energy Challenge
- Other _____

48. Has lead ever been found in the drinking water at your school?

- Yes
- No
- Never tested
- Don't know

48a. What was done to remediate the lead situation? _____

49. Which of these materials does your school recycle? *Select all that apply*

- Aluminum
- Cardboard
- Food waste

- Glass
- Paper
- Plastics
- None

50. Where does your school compost? *Select all that apply*

- Outside on school grounds
- Inside in classroom worm bins
- Other method Please Describe _____
- Don't Compost