2024-25 SCHOOL YEAR

SCHOOL HEALTH PROFILES FORM

Healthy Schools Act of 2010

Under Section 602 of the *Healthy Schools Act of 2010* (L18-0209 , DC Official Code § 38-826.02), each public school and public charter school within the District of Columbia is required to:

1.) **Complete and submit** the online School Health Profile (SHP) form to the Office of the State Superintendent of Education (OSSE).

2.) **Make the completed profile available to the public** by posting it online, if the school has a website, and making the information available to parents in the school's main office.

Any public school or public charter school that fails to complete and submit its SHP form to OSSE **on or before Feb.18** of each year will be out of compliance with Section 602 of the Healthy Schools Act of 2010. The School Health Profile is used by OSSE to inform the School Report Card. Non-compliant schools will not include data from their School Health Profile on their School Report Card.

Section 1: School Profile

This section includes your school's profile information as pulled from OSSE's authoritative database.

1.01 Type of school *

Regular School

1.02 LEA ID *

1

1.03 LEA Name *

District of Columbia Public Schools

1.04 School Code *

325

1.05 School Name *

Thomas Elementary School

1.06 Ward *

7

1.07 Grades Served *

PreK; K-5

Note: Responses are required for questions with an asterisk.

Section 2: Health Services

Recommended points of contact for this section: School Health Professional and School Behavioral Health Professional

The following section asks your school to provide information on the physical and behavioral health services provided to students, parents and staff at your school.

Important Definitions for this Section

Nursing: Registered nurses (RN) or licensed practical nurses (LPN).

Allied health professional: Nursing assistants, medical technicians, or anyone who can support a nurse; it does not refer to related service providers for purposes of special education.

School Behavioral Health Coordinator: Typically a school-hired licensed clinical social worker, counselor, or psychologist who leads the school's behavioral health team to implement school behavioral health supports and services that are in alignment with a multi-tiered system of supports (MTSS) and serves as the point of contact to OSSE, the Department of Behavioral Health (DBH), and District of Columbia Public Schools (DCPS)/DC Public Charter School Board (PCSB) regarding the annual school strengthening work plan.

Undesignated Epinephrine Injector: An epinephrine auto-injector that is not assigned to a specific student by prescription.

Educator wellness lead: A staff member who spearheads efforts to support educator wellness through programs, initiatives, and/or policies.

Staff health and wellness initiatives

Parent/guardian health and wellness initiatives: Parent/guardian health and wellness initiatives may include educational offerings such as managing student asthma, importance of annual well-child visits, etc.; stress management tips; nutrition or cooking classes; exercise classes; how to talk to your child about appropriate touch; etc.

Parent engagement in schools: : Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. For example, PTO, PTA, Wellness Committee.

2.01 Do you participate in the DC Health/Children's National School Health Services Program for nursing and/or allied health professional coverage in your school? *

- (●) Yes
- ( ) No

2.02 What type(s) of health services does your school offer to students? *

- [x] Access and/or referrals to medical providers through a systematic process
- [ ] Prevention materials and resources for chronic diseases
- [ ] Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)
- [ ] On-site COVID-19 testing
- [x] Prevention materials and resources for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)

- [ ] Screening, testing, and/or treatment for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)
- [ ] Oral health services (dental screening, cleaning, counseling, etc.)
- [x] Vision screenings
- [x] Hearing screenings
- [ ] On-site COVID-19 vaccinations and routine pediatric immunizations

2.03 Does your school partner with any outside programs or organizations to provide health services to students?

- (•) Yes
- ( ) No

Please identify their name below (including community-based organizations, DC Health, etc.). *

- [ ] Children's National
- [ ] Unity Healthcare
- [ ] MedStar Georgetown University Hospital
- [ ] DC Health (STI education and screening)
- [x] Other

Specify * Hillcrest

2.04 Does your school have at least two unexpired undesignated epinephrine auto-injectors? *

- (•) Yes
- ( ) No

2.05 Does your school have at least two employees or agents (outside of the school nurse) who are certified to administer both an undesignated and a designated epinephrine auto-injector during all hours of the school day in case of an anaphylactic emergency?

- (•) Yes
- ( ) No

Please provide the names of AOM (Administration of Medication) certified personnel at your school and when they were certified, if applicable

First Name * jenine

Last Name * brown

Email * jenine.brown@k12.dc.gov

Date of Certification * 2/22/2024

First Name * krystal

Last Name * willingham

Email * krystal.willingham@k12.dc.gov

Date of Certification * 3/29/2023

2.06 Does your school have an Automated External Defibrillator (AED)?

- (●) Yes
- ( ) No

2.07 Student Access to Period Products (Grades Pre-K3 - Pre-K4, K-5)

Does your school have a dispenser stocked with free period products in at least one student-accessible women's and one gender-neutral bathroom (or if your school does not have a gender-neutral bathroom, then at least one men's bathroom)? *

- [x] At least one Women's bathroom
- [ ] At least one Gender-neutral bathroom
- [ ] At least one Men's bathroom
- [ ] None

Does your school have a poster placed by each dispenser with information on the safe use and disposal of period products? *

- (●) Yes
- ( ) No

2.09 How many of the following clinical staff are currently employed, work as a contractor, or volunteer at your school?

Licensed Independent Clinical Social Worker (LICSW) *

- (●) Yes
- ( ) No

# of Full Time * 1

Funding Source * Other

Specify * DCPS

# of Part Time * 0

Funding Source * NA

Licensed Graduate Social Worker (LGSW) *

- ( ) Yes
- (●) No

Licensed Professional Counselor (LPC) *

- ( ) Yes
- (●) No

Licensed Graduate Professional Counselor (LGPC) *

- ( ) Yes
- (●) No

Psychologist *

- ( ) Yes
- (●) No

Psychiatrist *

- ( ) Yes
- (●) No

2.10 Please provide the contact information of your School Behavioral Health Coordinator.

First Name * Melissa

Last Name * Grazette

Email * melissa.grazette@k12.dc.gov

2.11 Does your school provide access to behavioral health services to all enrolled students?

- (●) Yes
- ( ) No

2.12 Does your school partner with any outside programs or organizations to provide behavioral/mental health services to students?

- (●) Yes
- ( ) No

Please identify their name(s) below (including Community Based Organizations, Department of Behavioral Health, etc.). *

- [ ] Children's National
- [ ] DC Health
- [ ] Department of Behavioral Health
- [ ] Mary's Center
- [ ] Shield T3
- [ ] WISE Center - MedStar Georgetown University Hospital
- [ ] Elaine Ellis Center of Health
- [x] Hillcrest Children and Family Center
- [ ] Paving the Way MSI
- [ ] AprilMay Company, Inc.
- [ ] Better Morning
- [ ] Catholic Charities
- [ ] Community of Hope
- [ ] Howard University School-Based Behavioral Health Program

- ☐ Latin American Youth Center
- ☐ Maryland Family Resource, Inc.
- ☐ MBI Health Services, LLC
- ☐ One Common Unity
- ☐ Smile Therapy Services, LLC
- ☐ TrueYou Center
- ☐ Other

2.13 Does your school facilitate parent engagement?

- ◉ Yes
- ○ No

2.14 Does your school offer any health and wellness education for parents? *

- ◉ Yes
- ○ No

Which of the following health and wellness education options does your school offer to parents? *

- ☑ Health risks related education (e.g. managing student asthma, importance of annual well-child visits and routine pediatric immunizations, blood pressure screenings)
- ☑ Mental/behavioral health education (e.g. stress management, warning signs of youth suicide)
- ☐ Physical health education (e.g. nutrition or cooking classes, obesity prevention)
- ☐ Physical activity education (e.g. Zumba, yoga, parent-child exercise classes)
- ☑ Personal health education (e.g. how to talk to your child about appropriate touch, puberty, healthy relationships, sexual health resources)
- ☐ COVID-19 risks related education (e.g. mitigation strategies, vaccination, etc.)
- ☐ Other

2.15 Does your school offer any health and wellness initiatives to staff that contribute to educator wellness? *

- ◉ Yes
- ⬭

○ No

What types of programs and initiatives are in place to support educator wellness? *

☑ Opportunities for educator voice in the decision-making process (e.g., staff surveys, office hours with leadership team)

☐ Staff are provided regular professional development and coaching that expands their skills to address their own wellbeing (e.g., self-care, vicarious trauma, adult social-emotional learning)

☑ Staff are provided opportunities to build respectful and trusting workplace relationships with colleagues (e.g., community circles at staff meetings, mentoring programs)

☑ Structures are in place to support work-life balance (e.g., staff early dismissal days, wellness days, flexible schedules)

☐ Mental health services through an Employee Assistance Program (EAP) or partnering community-based organization

☐ Other

2.16 Does your school have an educator wellness lead(s)? *

◉ Yes

○ No

Please provide the contact information of your educator wellness lead(s).

First Name * tamika

Last Name * williams

Email * tamika.williams5@k12.dc.gov

First Name NA

Last Name NA

Email NA

Note: Responses are required for questions with an asterisk.

Section 3: Health Education Instruction

Recommended points of contact for this section: Health Education Teacher and Physical Education Teacher

Important Definitions for this Section:

Health Education: Formal, structured health education as defined by the Centers for Disease Control and Prevention consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. Health education instruction can be found in the District of Columbia Health Education Standards (DC Official Code § 38821.01). The Healthy Schools Act requires an average of 75 minutes of health education per week for grades K – 8 (DC Official Code § 38–824.02).

Health Education Minutes (Grades 1-8): The average number of minutes per week during the school year that a student receives health education instruction. This average should only include time devoted exclusively to health education instruction that utilizes a health-specific curriculum. Do NOT include physical education instruction time in this figure. For this question, please indicate the average number of minutes per week that your school provides health education instruction to each grade level. Average number of minutes of health education instruction per week can range between 0 and 125 minutes.

Note: If your school provides more than 125 minutes of health education instruction in an average week, enter 125. If a student only receives health education for one semester or one quarter, please average the total weekly minutes for the whole school year.

Do you have questions regarding this calculation and need support? If so, please contact OSSE's Division of Health and Wellness at OSSE.HYDT@dc.gov

OSSE is committed to providing technical assistance to schools that do not meet the health education minute requirements. Schools that do not meet the required health education minutes will receive follow-up support from OSSE.

Health Education Requirement (Grades 9-12): According to the District of Columbia Municipal Regulations, prior to graduation, all students must have one and one half (1.5) Carnegie Units in Health/Physical Education.

Cardiopulmonary Resuscitation (CPR) Training: Cardiopulmonary resuscitation (CPR) is a lifesaving technique that is useful in many emergencies, such as a heart attack or near drowning, in which someone's breathing or heartbeat has stopped. District of Columbia public and public charter schools that serve grades 9 through 12 shall include CPR instruction in at least one health class necessary for graduation. The instruction shall be nationally recognized and based on the most current evidencebased emergency cardiovascular care guidelines for resuscitation, include appropriate use of an AED, and incorporate hands-on practice (DC Official Code § 38–824.02).

3.01 How many teachers instruct only health education in your school? * 1

Health Education Instructor 1

First Name * logan

Last Name * crawford

Email * logancrawford@k12.dc.gov

3.02 How many teachers instruct only physical education in your school? * 1

Physical Education Instructor 1

First Name * lorgan

Last Name * crawford

Email * logancrawford@k12.dc.gov

3.03 How many teachers instruct both health and physical education in your school? * 1

Dual Instructor 1

First Name * logan

Last Name * crawford

Email * logancrawford@k12.dc.gov

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

Kindergarten * 45

Grade 1 (Minutes/Week) * 45

Grade 2 (Minutes/Week) * 45

Grade 3 (Minutes/Week) * 45

Grade 4 (Minutes/Week) * 45

Grade 5 (Minutes/Week) * 45

3.05 Does your school partner with any outside programs or organizations to supplement the health education topical instruction (including nutrition, alcohol, tobacco and other drugs, sexual health, oral health, etc.)? *

- ○ Yes
- ◉ No

3.08 Does your school teach the following health education topics? Grades: K – 5

Alcohol, Tobacco, and Other Drugs Prevention Education

○ Yes

◉ No

If Yes, what curriculum do you use? NA

Disease Prevention Education

○ Yes

◉ No

If Yes, what curriculum do you use? NA

Human Body and Personal Health Education

◉ Yes

○ No

If Yes, what curriculum do you use? Advocates for Youth- Rights, Respect, Responsibility

Nutrition Education

○ Yes

◉ No

If Yes, what curriculum do you use? NA

Mental and Emotional Health Education

◉ Yes

○ No

If Yes, what curriculum do you use? Zones of Regulation, Advocates for Youth- Rights, Respect, Responsibility

Safety Skills Education

◉ Yes

○ No

If Yes, what curriculum do you use? Advocates for Youth- Rights, Respect, Responsibility

Suicide Prevention Education

- (●) Yes
- ( ) No

If Yes, what curriculum do you use? Sources of Strength

Note: Responses are required for questions with an asterisk.

Section 4: Physical Education Instruction

Recommended points of contact for this section: Physical Education Teacher.

Important Definitions for this Section:

Physical Activity: Physical activity means bodily movement, including walking, dancing, or gardening (DC Official Code § 38–821.01). Physical activity promotes normal and healthy growth and development. It can help reduce the risk of chronic disease and improve general health and overall daily function in people who do it regularly.

Moderate-to-Vigorous Physical Activity Minutes: : For students in grades K – 8, at least 50 percent of physical education time shall be spent on moderate-to-vigorous physical activity (DC Official Code § 38– 824.02). For this question, please indicate a weekly average between 0 and 225 for grades K – 5, and a weekly average between 0 and 300 for grades 6 – 8.

Physical Education: Physical education (PE) is instruction based on the District of Columbia Physical Education Standards, of which at least 50 percent of the time is spent in moderate to vigorous physical activity (DC Official Code § 38–821.01). As SHAPE America explains, "physical education provides students with a planned, sequential, K through 12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence."

Recess and Outdoor Physical Activity: Recess and outdoor physical activity is a regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers. During this time, students are encouraged to be physically active and engaged with their peers in structured physical activities or activities of their choice, at all grade levels.

Legislative Requirements and Instructions:

Physical Activity: For students in grades K-8, it shall be the goal to provide 60 minutes of physical activity per day (DC Official Code § 38–824.01). For students in grades pre-K 3 and pre-K 4, schools shall provide an average of 60 minutes of physical activity per day, with a goal to provide 90 minutes of physical activity per day. (DC Official Code § 38–824.02). This total may include the time spent in outdoor recess and movement opportunities integrated into classroom instruction. For this question, please indicate a daily average between 0 and 135 for grades pre-K 3 and pre-K 4.

Physical Education Minutes: The Healthy Schools Act sets requirements for physical education and physical activity by grade band. For students in grades K – 5, schools shall provide an average of 90 minutes of physical education per week, with a goal to provide an average of 150 minutes per week. For students in grades 6 – 8, schools shall provide an average of 135 minutes of physical education per week, with a goal to provide an average of 225 minutes per week. At least 50 percent of physical education time shall be spent on moderate-to-vigorous physical activity (movement resulting in substantially increased heart rate and breathing). (DC Official Code § 38–824.02).

The Office of the State Superintendent of Education (OSSE) is committed to providing technical assistance to schools that do not meet the physical education minute requirements. Schools that do not meet the required physical education minutes will receive follow-up support from OSSE.

Moderate-to-Vigorous Physical Activity: Movement resulting in a substantially increased heart rate and breathing (DC Official Code § 38–821.01). This number should include the time that students participate in moderate-to-vigorous physical activity either indoors or outdoors. It should NOT include time devoted to administrative tasks, transitions, or breaks.

Recess and Outdoor Physical Activity: Schools shall provide recess and outdoor physical activity for all students on a daily basis (weather and space permitting). For students in grades K – 8, it shall be the goal to provide at least one recess of at least 20 minutes per day. For students in grades pre-K 3 and pre-K 4, schools shall be the goal to provide at least two 20-minute sessions of outdoor physical activity per day (DC Official Code § 38–824.02).

4.01 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 * 45

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

Grades: K – 5 * Spark

4.03 Within the physical education course during the regular instructional school week, how much time is devoted to actual moderate-to-vigorous physical activity?

Grades: K – 5 *

- ○ Less than 50%
- ◉ 50% or more

4.04 Please indicate the average number of minutes per day of physical activity offered for pre-K3 and pre-K4 students: * 45

Please indicate the number of sessions of outdoor physical activity per day 1

Please indicate the average minutes per session of outdoor physical activity per day 45

4.05 How many minutes per day do students get recess on average?

Grades: K – 5 * 30

4.06 What strategies does your school use, during or outside of regular school hours, to promote physical activity? *

- ☑ Active Recess
- ☑ Movement in the Classroom
- ☑ Walk to School
- ☑ After-School Activities
- ☐ Athletic Programs
- ☐ Safe Routes to School
- ☐ Bike to School
- ☑ Playground/field on school campus
- ☐ Before-School Activities

- ☐ Playground/field off of school campus
- ☑ Reward for student achievement or good behavior
- ☐ Shared Use Agreement with organizations providing physical activity outside of normal school day

- ☐ Gardening
- ☐ Dancing or Dance Program
- ☐ Other

Note: Responses are required for questions with an asterisk.

Section 5: School Nutrition and Local Wellness Policy

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

Important Definitions for this Section:

Alternative Breakfast Serving Model: An alternative breakfast serving model is a model of serving breakfast, such as breakfast in the classroom (BIC) or breakfast on grab-and-go carts, in which breakfast is offered in one or more locations with high student traffic other than the cafeteria. With alternative breakfast serving models, breakfast is also available after the start of the school day or both before and after the start of the school day. The model must be proven to increase student participation in breakfast relative to the traditional serving model, in which breakfast is served in the cafeteria before the start of the school day. Other alternative serving models may be used but may require approval by OSSE.

Local Wellness Committee: An action-oriented advisory group that focuses on the health and well-being of students, staff, and families in a school community. The local wellness committee implements the local wellness policy and leads or supports health-related initiatives.

Share Table: A location where school community members can place unopened or sealed foods to provide for other community members to take food that would otherwise be thrown away.

Good Food Purchasing Program (GFPP):Public schools, public charter schools and participating private schools are strongly encouraged to procure food in a manner consistent with the GFPP's core values established by the Center for Good Food Purchasing. (DC Official Code § 38–822.01.c) They include:

(A) Local economics;

(B) Nutrition;

(C) Valued workforce;

(D) Environmental sustainability; and

(E) Animal welfare.

5.01 Does your school operate a share table? *

- ○ Yes
- ◉ No

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

- ◉ Yes
- ○ No

5.03 How many vending machines are available to students? * 0

What items are sold from student vending machines?

- ☐ 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
- [ ] Fruit snacks

5.04 Does your school have a school store?

- ○ Yes
- ◉ No

5.05 Does your school serve breakfast via an alternative serving model? *

- ◉ Yes
- ○ No

Select all alternative serving models in operation. *

- [x] Breakfast in the Classroom (BIC)
- [x] Grab n Go (in-school)
- [ ] Second Chance Breakfast

5.06 Does your school choose to procure foods in a manner consistent with the Good Food Purchasing Program's (GFPP) five core values (local economies, nutrition, valued workforce, environmental sustainability, and animal welfare)? *

- ○ Yes
- ○ No
- ◉ I have never heard of GFPP

5.07 Does your school have a local wellness committee or school health council/team? *

- (●) Yes
- ( ) No

Note: Responses are required for questions with an asterisk.

Section 6: Distributing Information

Recommended points of contact for this section: Principal, Business Manager, and Director of Operations

Important Definitions for this Section:

Sustainable Agriculture: An integrated system of plant and animal production practices having a sitespecific 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.

Vegetarian Food Option: Food or beverages that are: (a) free of meat, poultry, and seafood; and/or (b) utilize a meat alternative recognized by the United States Department of Agriculture as a meat alternate free of meat, poultry, and seafood for the purposes of the National School Lunch Program. Schools shall have a vegetarian food optional available for students as a main course for breakfasts and lunches. Schools shall clearly label vegetarian food options and rotate the main course vegetarian food option to avoid repetition (DC Official Code § 38–822.01).

6.01 How and to whom are the following items distributed at your school?

LEA's Local Wellness Policy *

- ☐ School website
- ☐ School cafeteria or eating areas
- ☐ To foodservice staff
- ☐ To students
- ☐ Upon request
- ☐ School main office
- ☐ To parent/teacher organization
- ☐ To administrators
- ☐ This information is not available for distribution
- ☑ School does not have a Local Wellness Policy

School Menu for Breakfast and Lunch *

- ☐ School website
- ☑ School cafeteria or eating areas
- ☐ To foodservice staff

- [ ] To students
- [ ] Upon request
- [ ] School main office
- [ ] To parent/teacher organization
- [ ] To administrators
- [ ] This information is not available for distribution

- [ ] School does not have a school menu

Nutritional Content of Each Menu Item *

- [ ] School website
- [x] School cafeteria or eating areas
- [ ] To foodservice staff
- [ ] To students
- [x] Upon request
- [ ] School main office
- [ ] To parent/teacher organization
- [ ] To administrators
- [ ] This information is not available for distribution
- [ ] School does not have nutritional content of menu items

Ingredients of Each Menu Item *

- [ ] School website
- [x] School cafeteria or eating areas
- [ ] To foodservice staff
- [ ] To students
- [ ] Upon request

- [ ] School main office
- [ ] To parent/teacher organization
- [ ] To administrators
- [ ] This information is not available for distribution
- [ ] School does not have ingredients of menu items

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

- [ ] School website
- [ ] School cafeteria or eating areas
- [ ] To foodservice staff
- [ ] To students
- [ ] Upon request
- [ ] School main office
- [ ] To parent/teacher organization
- [ ] To administrators
- [ ] This information is not available for distribution
- [x] School does not have this information

6.02 Do you offer vegetarian options at your school? *

- (•) Yes
- ( ) No

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

- (•) Yes
- ( ) No

How are vegetarian food options made available to students at your school?

- ☐ Veg food options are available at Breakfast
- ☐ Veg food options are rotated daily to avoid repetition
- ☐ Veg food options are available at Lunch
- ☐ Veg food options are clearly labeled or identified
- ☑ Veg accommodations available through formal process or upon request

6.03 Are milk alternatives, such as soy milk or lactose free milk, available at your school? *

- ◉ Yes
- ○ No

Are students and parents informed about the availability of milk alternatives? *

- ◉ Yes
- ○ No

Section 7: Environment

Recommended points of contact for this section: Principal and Lead Science Teacher

Data from the School Health Profile will be used to complete the Environmental Literacy Indicator Tool, a biennial survey used to determine progress on environmental literacy goals in the Chesapeake Bay Watershed Agreement. Compiled results are available on the chesapeakeprogress.com website.

Important Definitions for this Section:

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

Meaningful Watershed Educational Experiences (MWEEs): Provide students with a better understanding of the natural environment by connecting classroom learning with outdoor field investigations. MWEEs 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 MWEEs can be found at bit.ly/3cM1utm

Environmental Literacy: Environmental literacy is the development of knowledge, attitudes, and skills necessary to make informed decisions concerning the relationships among natural and urban systems. An environmentally literate person will ultimately understand how to take actions that respect, restore, protect, and sustain the health and well-being of human communities and environmental systems.

Outdoor Learning: Outdoor learning is a process that deepens students' personal relationships to place through experiences that connect to locally relevant content or engage them in intentional activities that benefit from being in the outdoors and nature. Outdoor learning might include calculating the number of seeds needed to correctly plant an area of the garden or participating in an afterschool club that takes action to protect the local watershed. Outdoor learning does not include activities such as recess, eating lunch outdoors, or lessons taught outdoors that do not include connections to the surrounding location through observations of nature or using the outdoor area as context for learning.

Outdoor learning space: Any outside area where students and teachers can work together to learn, discuss, and explore. Outdoor learning spaces can be the temporary conversion of areas of school grounds, or it can be part of a larger initiative to create new outdoor teaching structures or enhance existing areas. The space can also be used for other school activities, such as meals, school-based behavioral health services, or student activity club meetings.

7.01 Does your school have an outdoor learning space? *

- ○ Yes
- ◉ No

Outdoor learning coordinator(s):

First Name NA

Last Name NA

Email NA

7.02 Does your school currently have a School Garden? *

- ○ Yes

◉ No

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

○ Yes

◉ No

7.04 Does your school offer an Environmental Science Class? *

○ Yes

◉ No

7.05(a) Please select the environmental literacy topics currently addressed in your school. Grades: K – 5

Air (e.g., quality, climate change) *

◉ Yes

○ No

Curriculum * Stemscopes

Course * STEM

Water (e.g., stormwater, rivers, aquatic wildlife) *

◉ Yes

○ No

Curriculum * Stemscopes

Course * STEM

Resource Conservation (e.g., energy, waste, recycling) *

◉ Yes

○ No

Curriculum * Stemscopes

Course * STEM

Health (e.g., nutrition, gardens, food) *

◉ Yes

○ No

Curriculum * DCPS Health Curriculum

Course * H/PE

Land (e.g., plants, soil, urban planning, terrestrial wildlife) *

◉ Yes

○ No

Curriculum * Stemscopes

Course * STEM

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

Teachers of Grades K – 5 *

◉ Yes

○ No

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

Specify * National Park Trust

Administrators *

- ○ Yes
- ◉ No

7.07 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.
- ◉ Some classes participated in a Meaningful Watershed Educational Experience.
- ○ No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

Please describe (i.e., grade, description of unit, partnerships, etc.): * National Park Trust, Living Classrooms

7.08 Does your school implement any practices related to sustainable, green schools? *

- ☐ School-wide Recycling Program
- ☑ Lead testing of water
- ☐ On-site Composting
- ☐ LEED Certification Type
- ☐ 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)
- ☐ Other
- ☐ None of these

7.09 What type of recycling hauling services does your school receive? *

- ☐ Cardboard only

- [x] Paper and cardboard only
- [x] Mixed recyclables (plastic, metals, glass) only
- [ ] Co-mingled paper, cardboard, and mixed recyclables together (“single-stream”)
- [ ] Organics
- [ ] Other
- [ ] None of these

7.10 Does your school compost? *

- [ ] Yes, we participate in an organics recycling (off-site composting) program
- [ ] Yes, on-site outdoors (e.g. in garden)
- [ ] Yes, on-site indoors (e.g. worm bin in classroom)
- [ ] Other
- [x] No, we don't compost

7.11 Does your school promote the Environmental Protection Agency’s Indoor Air Quality Tools for Schools Program to reduce exposure to environmental factors that impact asthma among children and adults in public schools? *

- (•) Yes
- ( ) No

7.12 Does your school purchase environmentally friendly cleaning supplies? *

- ( ) Yes
- (•) No

7.13 Does your school cleaning/maintenance staff follow green cleaning procedures? *

- ( ) Yes
- (•) No