



District of Columbia  
Office of the State Superintendent of Education

# District of Columbia Healthy Schools Act 2017 Report

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## Introduction

The Healthy Schools Act of 2010 (HSA), DC Official Code § 38-821.01 et seq., is a comprehensive piece of legislation that ensures District of Columbia Public Schools (DCPS), public charter schools, and participating private schools are a healthy place for all students. The Healthy Schools Act requires the District of Columbia Office of the State Superintendent of Education (OSSE) to provide an annual report for the following programs:

- Farm-to-School and School Gardens Program: An annual 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, DC Official Code § 38-823.03 and § 38-825.03.
- Health and Physical Education Program: An annual report on the physical education (PE) and health education requirements, DC Official Code § 38-824.05.

As illustrated in further detail below, significant progress and achievements have taken place with these programs. This report includes highlights for the Farm-to-School and School Gardens Program as well as the Health and Physical Education Program (October 1, 2016 through September 30, 2017). This report also includes highlights and updates for the Environmental Literacy Program (October 1, 2014 through September 30, 2017). Highlights from each program report include:

### Part A: Farm-to-School and School Gardens Program Report

- OSSE supported the establishment of 21 new school gardens in 2016-2017, for a total of 128 campuses with active school gardens, an increase of 56 percent since the first 2011-2012 school year.
- OSSE awarded \$19,500 in Farm Field Trip Grants to 8 District of Columbia Public Schools and 4 public charter schools from 6 different wards in the city, allowing more than 500 students to participate in field trips to local farms in Maryland, Virginia, and the District of Columbia.
- The quality of school garden programs are improving. The School Garden Assessment Tool<sup>1</sup> reveals an overall increase across all four components for 2016-2017 as compared to the previous year.

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<sup>1</sup> The District School Garden Assessment Tool was developed by OSSE to assist District School Garden Coordinators to evaluate their programs. During school year 2016-2017, OSSE received 30 assessments.

## Part B: Health and Physical Education Program Report

- The District of Columbia's new Physical Education Standards were approved by the State Board of Education (SBOE). The standards were developed by the OSSE's Division of Health and Wellness with the support of various community stakeholders and other District agencies.
- A new Health and Physical Education Assessment (HPEA) data visualization tool was designed and shared with LEAs to allow for better monitoring of student assessment completion rates in real time. The tool also allows LEAs to view, filter, and analyze assessment results at the LEA, school, and student level over multiple years of assessment administration.
- DCPS and public charter schools continued to make progress toward the Healthy Schools Act requirements for health and physical education minutes, as reported by the 2017 School Health Profiles.
- OSSE awarded 35 new DC Physical Activity for Youth Grants and continued to monitor the second year of the six Physical and Healthy Education grantees. These grants will support schools to increase the amount of physical activity students are receiving before, during, or after the school day.
- OSSE released the 2015 Youth Risk Behavior Survey Report and administered the 2017 Youth Risk Behavior Survey to participating middle and high schools.
- OSSE developed a Nutrition Education Plan for the District with the ultimate goal of enhancing students' acceptance and consumption of healthy food items and knowledge on nutrition concepts and their life application. The plan contains action items and measurable outcomes that can be used by the community, LEAs/schools, and student families/guardians to increase the quality and quantity of nutrition education delivered to students and achieve this overarching goal. The plan is expected to be released during the 2017-2018 school year.
- OSSE developed Curriculum Review Guidance Documents as a guide for educators in DCPS and public charter schools. These guides include summaries and in-depth information about various health education curricula.

## Part C: Environmental Literacy Report:

- In September 2017, the first updated DC Environmental Literacy Plan (ELP) was posted online<sup>2</sup>. The ELP creates the groundwork for the development of academic standards and the measurement of student achievement with regards to environmental literacy.

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<sup>2</sup> 2017 DC Environmental Literacy Plan

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf)

- The availability and enrollment in District high school environmental science courses, both Advanced Placement and standard, has grown in DCPS and public charter schools.
- OSSE continued working with Environmental Literacy Leadership Cadre: 19 teachers representing 15 elementary schools committed to developing and implementing a school-based environmental literacy program. OSSE awarded over \$326,000 in grants to support environmental literacy programs in schools represented in the cadre.
- The leadership cadre teachers created Environmental Literacy Guides for Educators of Pre-Kindergarten to Grade 5 students. These guides include correlations with Next Generation Science Standards (NGSS) and the College, Career, and Civics (C3) Framework for social studies state standards, and provide example activities that can take place in the classroom, on school grounds, nearby, or in the field.
- OSSE piloted an initiative to provide bus transportation assistance to help schools meet the costs of engaging students in environmental field experiences.

Throughout 2016-2017, 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.

## Part A: Farm-to-School and School Gardens Program Report

As required by the Healthy Schools Act of 2010, DC Official Code § 38-823.03 and § 38-825.03, the District of Columbia Office of the State Superintendent of Education (OSSE) shall submit an annual report to the Mayor, the Council, and the Healthy Youth and Schools Commission on:

- The District’s farm-to school initiatives and recommendations for improvement; and
- The District’s school gardens, plans for expanding them, and recommendations for improvement.

Highlights from the Farm-to-School and School Gardens Program Report include:

- OSSE supported the establishment of 21 new school gardens in 2016-2017, for a total of 128 active gardens, an increase of 56 percent since the first 2011-2012 school year.
- OSSE awarded \$19,500 in Farm Field Trip Grants to 8 District of Columbia Public Schools and 4 public charter schools from 6 different wards in the city, allowing more than 500 students to participate in field trips to local farms in Maryland, Virginia, and the District of Columbia.
- The quality of school garden programs are improving. The School Garden Assessment Tool reveals an overall increase across all four components for 2016-2017 as compared to the previous year.

### Section 1: Farm-to-School Initiatives and Recommendations for Improvement

Farm-to-school is thriving in the District. During the 2016-2017 school year, over 500 students benefitted from an OSSE Farm Field Trip Grant, granting access to farms in Maryland, Virginia, and the District of Columbia to learn about food systems.

#### Local Food Sourcing

As required by the Healthy Schools Act, DC Official Code § 38–823.01, DCPS and public charter schools shall serve locally-grown, locally-processed, and unprocessed produce from growers engaged in sustainable agriculture practices whenever possible. Preference shall be given to fresh, unprocessed agricultural products grown and processed in the District of Columbia, Maryland, and Virginia.



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 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.<sup>3</sup> OSSE began collecting data using this method in February 2014. At the time of this report’s publication, locally grown tracking log data from the 2016-2017 school year was in the process of being collected and analyzed. This additional data will be available upon request once the data analysis process is complete.

Data from the previous 2015-2016 school year provided the following information:

- The top five locally procured items (by weight) served as part of school meals are corn, apples, sweet potatoes, greens (kale and collards), and peaches.
- The most common locally produced items (according to the number of times they appeared on the menu) served as part of school meals are apples, corn, sweet potatoes, green beans, and peaches.

This recent data, along with preliminary analysis for the 2016-2017 school year, 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. OSSE has hired a new Farm-to-School Specialist who began work in August 2017. The new employee brings eight years of experience in local food procurement and will begin working to identify barriers, establish solutions, and expand the network of farmers within Maryland and Virginia that are selling to schools. This work will be done in part through meeting and building relationships with produce distributors, farmers, and state and local government staff charged with farm-to-school and economic development.

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

As required by the Healthy Schools Act, DC Official Code § 38–823.02, OSSE, in conjunction with other District government agencies, community organizations, foodservice providers, public schools, and

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<sup>3</sup> Servings per pound of item is provided in USDA guidance, but varies based on how the produce item is prepared. OSSE’s Division of Health and Wellness provided the average daily participation for each LEA for each month, based on the school’s enrollment at the time of the school meal program audit, which occurs in November, but does not reflect the actual number of meals served in a given day.

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.

As detailed below, during the 2016-2017 school year, OSSE expanded opportunities for educating students about the benefits of eating local foods, distributed grants, and provided technical assistance programs for school staff, foodservice staff, foodservice vendors, and community partners.

### *Farm-to-School Education Programs*

Farm Field Trip Grant: Farm field trips provide students with the opportunity to see where food is grown and learn about plants, growing cycles, pollination, climate, and wildlife. This experience allows students to take science and social studies concepts learned in the classroom and apply them to hands-on situations, while solving problems and answering questions about life on the farm. Many schools do not have resources to send students on farm field trips. Therefore OSSE created the Farm Field Trip Grant, which provides individual applicants up to \$1,500 to cover the cost of transportation and farm fees for one or more classes of students. Grantees are required to apply at least 30% of the grant funds to purchasing materials such as curriculum and cooking equipment for follow-up activities in the classroom. In school year 2016-2017, OSSE awarded \$19,500 in Farm Field Trip Grants to 13 grantees, eight of which were DCPS schools and four were public charter schools (Attachment 2). As of September 2017, support from the Farm Field Trip Grants has allowed 500 students to participate in field trips to local farms in Maryland, Virginia, and the District of Columbia.

FoodCorps: OSSE serves as the State Partner for FoodCorps, a nationwide team of AmeriCorps members who connect students to real food through school-based, farm-to-school, and school garden education programming. FoodCorps works solely in public schools that have free-and-reduced meal participation percentages of 50 percent or higher. During the third year of FoodCorps' work in the District of Columbia, 13 service members worked in 13 District of Columbia Public Schools and public charter schools, either directly or through cooperative agreements between OSSE and a community based organization (CBO) (Attachment 3). Additionally, a FoodCorps fellow directly supervised by OSSE coordinated the work of the service members across the District. OSSE also provided a wide variety of training and materials to FoodCorps service members to assist them in providing high quality education programming in District schools. This support included curriculum resources, garden tools, office supplies, and cooking kits. The items purchased by OSSE remain with the agency or the FoodCorps service sites to be used by future FoodCorps service members.

Between September 2016 and mid-May 2017, FoodCorps service members contributed to:

- Harvesting 354 pounds of school garden produce
- Working with 4,309 students in school gardens
- Leading 2,718 nutrition and food education lessons in 215 ongoing classes, for a total of 2,214 instructional hours

### *Farm-to-School Technical Assistance*

'Serving Up Local' Poster (Attachment 4): Consistent with previous years, OSSE made the *Serving Up Local* poster available to schools and foodservice vendors to be hung in school cafeterias. This poster is designed to assist foodservice staff with communicating messages to students about local foods that are served as part of school meals. Portions of the poster are left blank to allow foodservice staff the option to write their schools' local food items and the farm from which they originated. The poster is designed to be updated monthly, but a school may change it as frequently as it wishes. OSSE works with local foodservice vendors to assist schools in identifying the local items, allowing the poster to be updated regularly and accurately.

'Choose What's in Season' Poster (Attachment 5): OSSE provided the *Choose What's in Season* poster to schools as a resource for teachers and foodservice staff to educate 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. The poster also highlights two of OSSE's signature Healthy Schools Act events: Strawberries & Salad Greens Day and Growing Healthy Schools Month. The poster was also distributed as part of the materials for Strawberries & Salad Greens Day.

The National Farm-to-School Network: The National Farm-to-School Network is an informational, advocacy, and networking hub for communities working to bring local food sourcing, food education, and agriculture education to school systems and preschools. OSSE serves as a supporting partner to DC Greens, a District community based organization, in their effort to create a more cohesive, resource-sharing environment for farm-to-school practitioners in the District.

### *Farm-to-School Annual Celebrations*

Growing Healthy Schools Month: The sixth annual Growing Healthy Schools Month (formally named "Growing Healthy Schools Week") took place from October 1-31, 2016 (Attachment 6). Growing Healthy Schools Month celebrates the health of students in public schools throughout the District. During the annual celebration, public schools collaborate with community based organizations, District government

agencies, farmers, athletes, and chefs to provide inspiring activities and learning opportunities that engage students in topics of nutrition, the environment, and physical activity. OSSE encourages schools to leverage the Growing Healthy Schools Month as a way to institutionalize healthy school habits and initiatives throughout the entire school year. The theme for 2016 was, “Healthy Schools, Every Day!” and highlights include:

- 80 participating schools
- 585 participating classrooms
- 8,608 students reached
- 91% of participants reporting they are “likely” or “very likely” to participate again
- The Gilda Allen Best School Garden Award presented to Barnard Elementary School and Tyler Elementary School

Strawberries & Salad Greens Day: This annual school-based celebration exposes students throughout the District to the concept of consuming more fruits and vegetables through locally-grown produce. This year’s event occurred on June 7, 2017. OSSE provided educational resources to LEAs, including classroom lesson plans, sample morning announcements, and ideas for education stations for parents and guardians at pick-up and drop-off locations. OSSE strategically coordinated the framework of the school celebrations and provided strawberry plants, stickers, T-shirts, recipe cards, and talking points to schools and volunteers. OSSE also provided volunteers for schools and distributed the *Choose What’s In Season* posters. During the 2017 Strawberries and Salad Greens Day, 207 schools participated by either serving locally grown strawberries and/or salad greens as part of their school lunch or hosting an educational station during the school day, lunch, or during after school programming. A number of schools did both. 114 District of Columbia Public Schools, 93 public charter schools, and three early childcare centers participated in the 2017 celebration.

## Section 2: School Gardens Program, Plans to Expand, and Recommendations for Improvement

The OSSE School Gardens Program engages schools across the District in quality school garden initiatives that are fundamental to student learning and highly valued by teachers. OSSE provides support to school gardens through funding, partnerships, and strategic support. In an effort to continue to improve this work, OSSE has established four school garden priorities:

- Increase the number of students that are engaged in school garden programs
- Increase the number of classroom teachers that utilize garden-based curriculum
- Increase the number of schools with garden programs
- Provide high-quality data and analysis to school garden programs

### School Gardens Program

As required by the Healthy Schools Act, DC Official Code § 38–825.03, OSSE is to establish a School Gardens Program that shall:

- Coordinate the efforts of community organizations, the Department of Parks and Recreation, the District Department of the Environment, the District of Columbia Public Schools, the Department of General Services, the Public Charter School Board, and the University System of the District of Columbia to establish gardens as integral components of public schools and public charter schools;
- Complement the Food Production and Urban Gardens Program;
- 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;
- Work with the University of the District of Columbia to provide technical expertise, curricula, and soil testing for school gardens; and
- Establish a demonstration compost pile when feasible.

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

OSSE coordinates the efforts of community organizations and District agencies with a 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 2016-2017 school year, the School Garden and Farm-to-School Advisory Committees met once. In addition to the formal Committee meeting, members served an important role throughout the

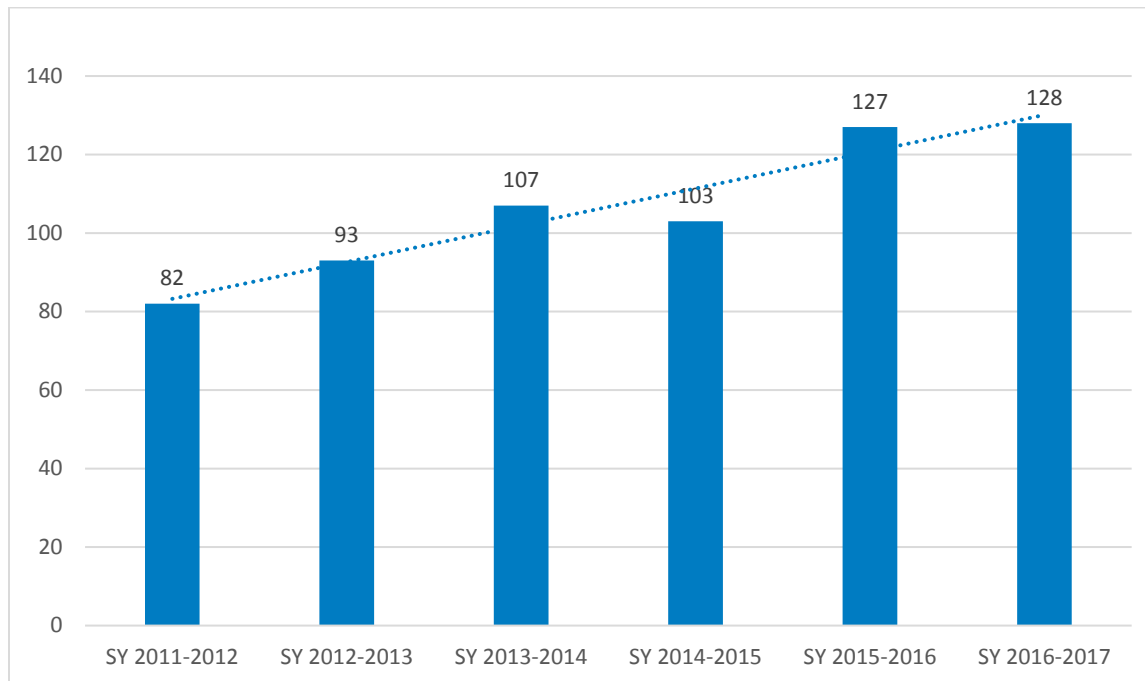
year by providing ongoing feedback and guidance to OSSE that directs the work of the School Garden Program and Farm-to-School Program. The Committee is comprised of representatives from community based organizations, foodservice vendors, District government agencies, and District schools (Attachment 6).

#### *Collect Data on Location and Types of School Gardens*

OSSE collects data on school gardens through the School Health Profiles, a self-reported school based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act DC Official Code § 38–826.02. The data collected in the School Health Profiles serve as a comprehensive means for monitoring and evaluating schools pursuant to the requirements under the Healthy Schools Act. A full dataset of the 2017 School Health Profiles can be found in Attachment 16. The School Health Profile data, along with other data sources such as the School Garden Assessment Tool (45 responses), School Garden Snapshot (74 responses), site visit reports, and data sharing from partner organizations, provide OSSE with a broad picture of the school garden program activities across the District.

As a result of data collection methods, OSSE has determined there were 128 campuses with active school gardens during the 2016-2017 school year, with 21 campuses establishing new school gardens and 20 campuses no longer having active school garden program (Attachment 8). The majority of the 20 campuses becoming inactive during school year 2016-2017 was due to school staff turnover and a lack of staffing or community partnerships. OSSE will continue to provide targeted support to these campuses to re-establish their school garden programs. The total number of campuses with active school gardens during the 2016-2017 school year was the highest number since OSSE began tracking this data in school year 2011-2012 (Figure A).

**Figure A: Number of School Campuses with Active School Gardens by School Year**



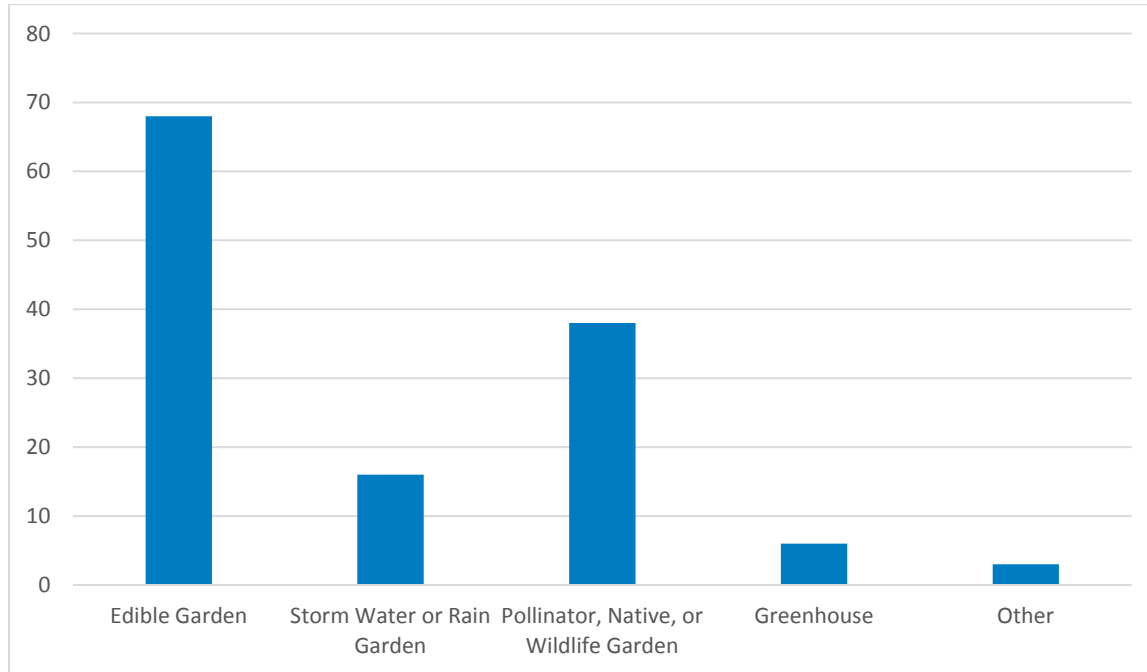
According to the School Garden Snapshot data, most garden based learning occurs during the school day as part of the curriculum. Subjects most frequently taught in a school garden are nutrition and the environmental health, but the gardens are also frequently used as a resource to teach science, technology, engineering, and mathematics (STEM) concepts, English, and art. There are a wide variety of school garden types in the District, with edible gardens as the most common (Figure B). Most school gardens contain multiple garden types, for example one school garden might contain a few raised beds growing edibles and a pollinator garden. Multiple garden types within one campus is the best practice because it supports cross-curricular lessons and encourages more teachers to utilize the grounds as a teaching tool. Each garden type is described below:

- Edible Gardens: includes raised and in-ground beds growing a wide range of edible seasonal crops.
- Storm Water or Rain Gardens: includes features that capture rainwater such as rain barrels, rain gardens, ponds, and replacing impermeable surfaces with permeable surfaces.
- Pollinator, Native, or Wildlife Gardens: includes 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: includes enclosed spaces that allow for year-round growing and educational activities.

**Figure B: Number of School Gardens by Type for School Year 2016-2017**



During the 2016-2017 school year, 69 school campuses with active school garden programs were staffed. School garden program staff are defined as any individual that is compensated for work done to support the school garden program. Staff ensure that school-based learning is an integral component of the school environment by overseeing a range of tasks, including school garden programming, instruction, and maintenance. OSSE provides a framework to assist schools with establishing staff. The 59 campuses without staff were maintained in various ways, such as by volunteers and community based organizations. According to the School Garden Snapshot data, budgets and the size of school gardens vary across the District, with schools reporting an average annual budget of \$8,066 for their gardens and an average school garden size of 816 square feet. This District has a total of 1.39 acres of cultivated school garden growing spaces, supporting the Sustainable DC Plan goal of 1.4 acres to, “develop orchards or other food-producing landscaping on five acres of DC’s public spaces.”



### *Horticulture Guidance and Technical Assistance*


The School Garden Assessment Tool is the primary tool used by OSSE for collecting data about the impact of the School Gardens Program and the functionality of individual school gardens. During the 2016-2017 school year, OSSE received 45 assessment responses. The data collected are used to communicate best practices, determine the greatest areas of need, and 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 on data collected from 45 school garden assessments in school year 2016-2017, instruction continues to be the greatest area of need for school garden programs in the District.

As evident in Figure C, there was an overall increase in the average scores for all four components of the School Garden Assessment Tool. OSSE attributes this increase in each component to the rise in the proportion of established school gardens compared to previous years, resulting in more developed gardens and more experienced staff. The increase may also be attributed to OSSE's data-driven approach to providing support to school garden programs.

**Figure C: Average School Garden Assessment Tool Scores by Category and Indicator: SY 2012-2013 through SY 2016-2017**

Category	Indicator	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	Trend
Design	Overall	74%	89%	70%	63%	71%	↑
	Walkways	65%	65%	61%	79%	77%	↓
	Seating	65%	67%	54%	53%	57%	↑
	Signage	46%	67%	57%	35%	48%	↑
	Meeting Area	72%	78%	66%	56%	69%	↑
	Tool Storage	84%	79%	72%	65%	81%	↑
	Security Features	83%	98%	85%	71%	86%	↑

	Accessibility	87%	94%	77%	78%	83%	↑
Systems	Overall	72%	81%	65%	65%	71%	↑
	Soil	67%	92%	68%	69%	70%	↑
	Biologic	75%	88%	74%	79%	85%	↑
	Pest and Disease Management	75%	91%	81%	70%	79%	↑
	Wildlife	74%	77%	63%	65%	76%	↑
	Water	71%	88%	73%	72%	74%	↑
	Compost	51%	62%	44%	44%	51%	↑
	Community Participation	53%	75%	59%	54%	60%	↑
Program Organization	Overall	72%	80%	71%	59%	72%	↑
	Vision Statement	65%	74%	66%	74%	79%	↑
	Funding	69%	76%	70%	59%	73%	↑
	Institutional Support	84%	85%	80%	71%	85%	↑
	Garden Coordinator	73%	94%	89%	51%	82%	↑
	Garden Committee	40%	78%	65%	41%	48%	↑
	Student Involvement	71%	63%	50%	65%	75%	↑
	Maintenance Plan	69%	85%	67%	52%	65%	↑
Instruction	Overall	59%	70%	63%	59%	74%	↑
	Curriculum and Instruction	54%	73%	67%	27%	77%	↑
	Teacher Involvement	44%	62%	60%	52%	64%	↑

	Student Impact	69%	75%	62%	73%	82%	
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Additionally, all schools and organizations are able to request horticultural guidance and technical assistance from OSSE. OSSE promptly responds to these requests and works closely with the school garden contacts to ensure support is provided either directly or through partner organizations.

OSSE also maintains and continually updates a list of garden service providers across the District and makes it available to schools. Many of the service providers partner with schools to implement the OSSE School Garden Grants and provide other school garden funding and services.

### *Coordinate Curricula for School Gardens and Related Projects*

According to School Garden Snapshot data, 453 teachers taught at least five garden-based lessons and 14,430 students were exposed to 10 or more hours of garden-based education during the 2016-2017 school year. OSSE is involved in several efforts to support integration of school gardens into day-to-day instruction, as described below.

Recommended Curriculum Resources for School Gardens: 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 resources to support integration of school garden concepts across all subject areas.

Sustainable DC Innovation Challenge Outdoor Classroom: OSSE, in partnership with the Department of General Services (DGS) and DCPS, was awarded \$330,000 in February 2014 from the *Sustainable DC Innovation Challenge* from the DC Department of Energy and Environment (DOEE) to build an outdoor classroom. Subsequently, an additional \$350,000 of Healthy Schools Act funding, \$911,000 of DGC Sustainable and Energy Funds, and \$350,000 of DGS Capital Construction Funds were allocated (totaling \$1.9 million), allowing an increase in size of the project to include three outdoor classrooms. The outdoor classrooms at Leckie Elementary School (Ward 8) and Tubman Elementary School (Ward 1) will be fully completed for the 2017-2018 school year. The third outdoor classroom at Hardy Middle School (Ward 2) is being engineered to meet the budget. These classrooms provide opportunities for students to learn outside the traditional classroom and utilize the school grounds as a place to learn about subjects ranging from renewable energy, storm water management, native planting, and sustainable agriculture.

### *Provide training, support, and assistance to school gardens*

During the 2016-2017 school year, many professional development opportunities, supporting documents and materials, and other mechanisms were provided by OSSE to assist school garden programs and address the needs of school garden staff, community members, and school staff.

Introduction to School Gardens: The Introduction to School Gardens in the District of Columbia Training takes place annually in April and September. This training is designed to provide general information to teachers, school staff, community members, and parents for establishing and maintaining a sustainable school garden program. Topics provided at the training 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, a year-long course that includes four full-day sessions for School Garden Coordinators. Recipients of the OSSE School Garden Grants are required to attend these four trainings. Over 40 School Garden Coordinators participated in the Growing Garden Teachers Training Program during the 2016-2017 school year.

School Based Teacher Trainings Series: REAL School Gardens, in collaboration with OSSE, administers trainings to school staff at select FoodCorps school sites. This year-long training series consists of a training session for the teachers and individual coaching sessions.

Raising Chickens in District School Gardens: This training, provided by OSSE in partnership with the District Department of Health (DOH), provides basic guidelines to assist District schools with establishing and maintaining chicken programs. The hands-on training, accompanied by resource materials, occurs annually in the spring and fall.

Supplies and Materials: OSSE often purchases or arranges for the donation of materials that are distributed to school gardens. These supplies included:

- Seedlings and planting materials
- Seasons extension materials
- Mulch and compost
- Instructional materials, such as posters and curriculum

### *Additional School Garden Support*

School Garden Photo Database: OSSE maintains a photo database containing hundreds of photos of school garden elements from across the District. Photos are organized by indicators on the School Garden Assessment Tool. The database is open to the public and available here: <https://www.flickr.com/photos/dcschoolgardens/>.

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

As required by the Healthy Schools Act, DC Official Code § 38-825.03, if school garden produce is intended for student consumption, the garden soil must be tested and produce must be handled safely. OSSE works with schools to ensure procedures for serving garden produce to students are clearly understood and followed. OSSE refers schools to UDC for garden soil testing. This process is further described in the OSSE School Garden Safety Checklist which is available on the OSSE website: [https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/School%20Garden%20Safety%20Checklist 3.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/School%20Garden%20Safety%20Checklist%203.pdf)

### *Establish a Demonstration Compost Pile*

During the 2016-2017 school year, 18 schools continued to have onsite compost piles and 60 District of Columbia Public Schools opted to receive organics services from the DC Department of General Service (DGS). Following the completion of the project to provide pest-resistant compost bins to District of Columbia Public Schools in all eight wards in school year 2014-2015, DGS continues to build compost bins to school gardens as part of school modernization projects. The outdoor classroom completed at Leckie ES in partnership with OSSE also provides for on-site composting. Additionally, DGS continues 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. Twenty-five schools were recognized with distinction on the 2017 DCPS Recycles! Honor Roll for success in organics recycling. Burroughs Elementary School was recognized as the success story for the year and provides an example of how a partnership with Food Corps supported the connection between teaching about composting in school gardens and establishing the behavior of recycling organics in the cafeteria. This program will continue to be phased into additional District schools during school year 2017-2018.

### *School Gardens Grants*

As required by the Healthy Schools Act, DC Official Code § 38-821.02, OSSE is to make grants available through a competitive process to public schools, public charter schools, and other organizations to

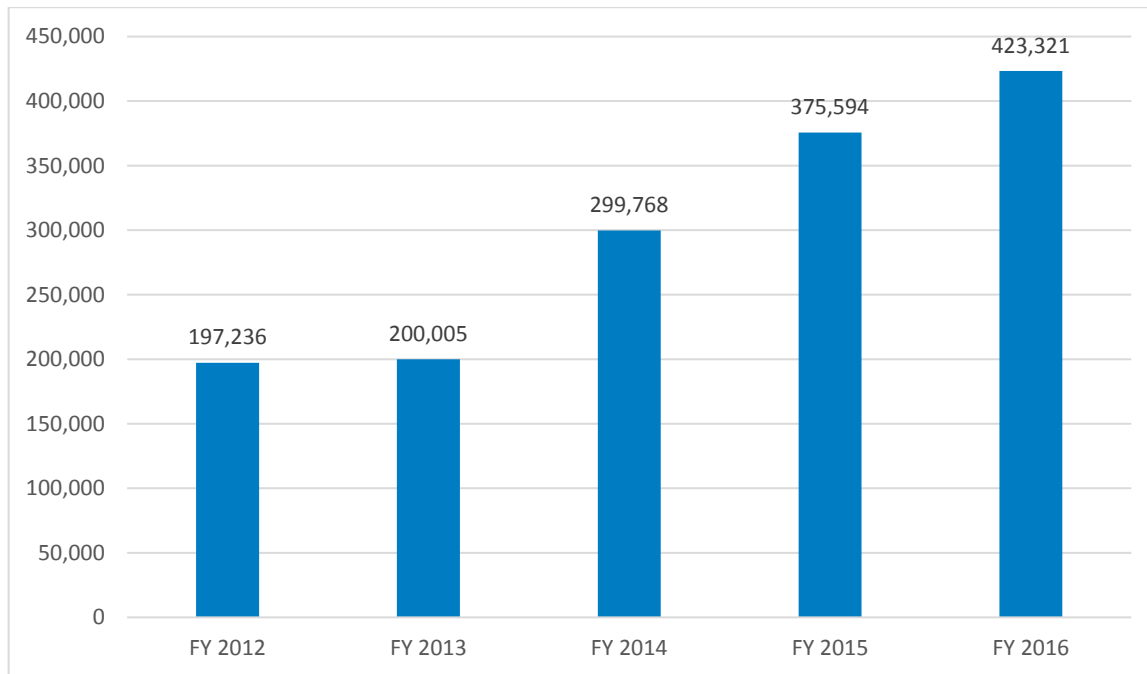
support school gardens.

OSSE's School Garden Grant wraps the garden, cafeteria, and classroom together. Schools may apply for up to \$15,000 in funding, with the majority 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 sustainability plan is in place to continue the garden without OSSE funds.

In October 2015, OSSE awarded 29 Schools for the 2016 School Garden Grant. These grants were awarded to support school gardens in both public schools and public charter schools across all District wards, totaling \$423,231 (Attachment 9). The 2016 School Garden Grant was the highest total amount awarded since OSSE began the grant (Figure D).

In June 2017, OSSE solicited applications for the 2017 School Garden Grant. This grant differs from past grants in that the grant period has been extended from one to two years and the award amount has increased from \$15,000 to \$35,000 per school. As of this report, OSSE has not awarded the 2017 School Garden Grants.

**Figure D: Total School Garden Grant Awards (Dollars) by Fiscal Year**



### Recommendations for Improvement and Plans for Expanding the District's Farm-to-School and School Garden Program Initiatives

In an effort to continually improve the health and learning experience for all District students, OSSE frequently evaluates and considers ways to improve access to Farm-to-School and the School Garden Program. OSSE has considered the following improvements:

- OSSE recently hired a new Farm-to-School Specialist who began work in August 2017. The new specialist brings eight years of experience in local food procurement and will begin working to identify barriers, establish solutions, and expand the network of farmers within Maryland and Virginia that are selling to schools. This will be done by meeting with produce distributors, farmers, and state and local government officials charged with farm-to-school initiatives and economic development.
- The Farm-to-School Grant will be redesigned according to grantee feedback. The grant will change from awarding individual schools \$1,500 and instead be open to community based organizations (CBOs) for as much as \$20,000. CBOs will work directly with schools to administer

the grant and conduct field trips and associated programming. This change will reduce the administrative burden on schools, including application process, monitoring, submitting documentation, and submitting reimbursement requests. The grant format will work to expand the number of students receiving farm field trips.

- OSSE will begin to administer School Garden Grants, and other grants under the Healthy Schools Fund, through both a competitive process and a formula grant process to public schools, public charter schools, and other organizations.
- Under the School Garden Grant program, OSSE increased the grant period from one year to two years and included targeted goals for the number of teachers that are engaging students in the school garden throughout the year.
- OSSE will provide institutional support and guidance to the FoodCorps fellow and support new service sites and service members through trainings and technical assistance. OSSE will also assist the transition of FoodCorps to state offices in 2019.
- OSSE will collaborate with key partners to continue to broaden the depth and breadth of support provided to school garden programs.
- OSSE School Garden Program will collaborate with the other agency programs such as the Environmental Literacy Program to develop programming to integrate concepts into farm-to-school and school garden programming.
- OSSE will work with DC Greens to create a stronger, more diverse DC Farm-to-School Network.

## Section 3: Farm-to-School and School Gardens Program Report

### Conclusion

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



## Part B: Health and Physical Education Report

As required by the Healthy Schools Act of 2010, DC Official Code § 38–824.05, the District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to report to the Mayor, Council, and the Healthy Youth and Schools Commission on:

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

Additionally, OSSE is pleased to report on:

- Additional measures of Healthy Schools Act compliance; and
- Continued implementation of the Healthy Schools Act.

Highlights from this section include:

- The District of Columbia’s new Physical 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 (HPEA) data visualization tool was designed and shared with LEAs to allow for better monitoring of student assessment completion rates in real time. The tool also allows LEAs to view, filter, and analyze assessment results at the LEA, school, and student level over multiple years of assessment administration.
- DCPS and public charter schools continued to make progress toward the Healthy Schools Act requirements for health and physical education minutes, as reported by the 2017 School Health Profiles.
- OSSE awarded 35 new DC Physical Activity for Youth Grants and continued to monitor the second year of the six Physical and Healthy Education grantees. These grants will support schools to increase the amount of physical activity students are receiving before, during, or after the school day.
- OSSE released the 2015 Youth Risk Behavior Survey Report and administered the 2017 Youth Risk Behavior Survey to participating middle and high schools.

- OSSE developed a Nutrition Education Plan for the District with the ultimate goal of enhancing students' acceptance and consumption of healthy food items and knowledge on nutrition concepts and their life application. The plan contains action items and measurable outcomes that can be used by the community, LEAs/schools, and student families/guardians to increase the quality and quantity of nutrition education delivered to students and achieve this overarching goal. The plan is expected to be released during the 2017-2018 school year.
- OSSE developed Curriculum Review Guidance Documents as a guide for educators in District of Columbia Public Schools and public charter schools. These guides include summaries and in-depth information about various health education curricula.

## Section 1: Compliance of Public Schools and Public Charter Schools with Physical and Health Education Requirements

OSSE collects data on health and physical education through (1) grantee observational visits and (2) the School Health Profiles,<sup>4</sup> a self-reported school based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act, DC Official Code § 38–826.02. The data collected in the School Health Profiles serve as a comprehensive means for monitoring and evaluating schools pursuant to the requirements under the Healthy Schools Act. The School Health Profile data provide OSSE with a broad picture of the school compliance with physical and health education. A full dataset of the 2017 School Health Profiles can be found in Attachment 16.

Ninety five percent of applicable schools (District of Columbia Public Schools and public charter schools) completed the School Health Profile in 2017. A total of 218 schools were included in the analysis of the School Health Profile data. Adult and alternative schools were not required to complete the 2017 School Health Profile.

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<sup>4</sup> 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, DC Official Code § 38–826.02. 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.

## 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.

Under the Healthy Schools Act, DC Official Code § 38–824.02, all DCPS and public charter schools must provide physical education for students in grades kindergarten through eight. The Healthy Schools Act requires that physical education be provided for an average of at least 150 minutes per week for students in grades Kindergarten through five and an average of at least 225 minutes per week for students in grades six through eight. Furthermore, 50 percent of physical education must be devoted to actual physical activity.

Data on the minutes of physical education and physical activity in schools is collected using (1) School Health Profiles and (2) grantee observational visits. The 2017 School Health Profile Questionnaire (Attachment 15) 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 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.

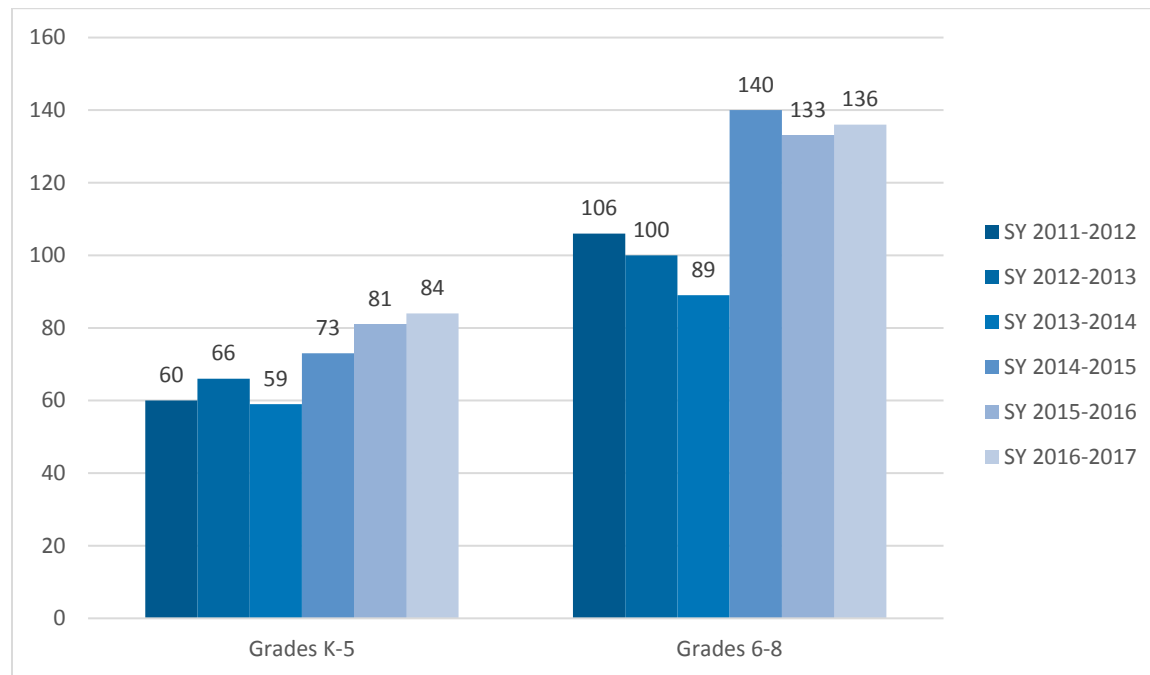
According to the 2017 School Health Profiles, students in Kindergarten through grade five received an average of 84 minutes per week of physical education and students in grades six through eight received an average of 136 minutes per week of physical education. Students spent far more than 50 percent of physical education class time engaged in actual physical activity (92 percent of class time in grades K-5 and 89 percent of class time for grades 6-8).

**Figure E: Average Minutes of Physical Education and Percent of Actual Physical Activity, School Year 2016-2017**

	Grades K-5	Grades 6-8
Average Physical Education Minutes Required per Week by Healthy Schools Act	150 minutes	225 minutes
Average Physical Education Minutes per Week as Reported by 2017 Schools Health Profiles	84 minutes	136 minutes
Percent of Physical Education Devoted to Actual Physical Activity as Required by Healthy Schools Act	50%	50%
Percent of Physical Education Devoted to Actual Physical Activity as Reported by 2017 School Health Profiles	92%	89%

The minutes of physical education provided over the past six school years are presented in Figure F. Physical education minutes increased by three minutes per week in Kindergarten through grade 5 and increased by three minutes per week in grades 6 through 8 as compared to the 2015-2016 school year. The reported number of physical education minutes for Kindergarten through grade 5 is the highest it has been since tracking began in 2010.

**Figure F: Average Minutes per Week of Physical Education in Grades K-5 and 6-8, school years 2010-2011 through 2016-2017**



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

### Health Education

Under the Healthy Schools Act, DC Official Code § 38–824.02, all DCPS and public charter schools shall provide health education for students in grades Kindergarten through eight. The Healthy Schools Act requires that health education be provided for an average of 75 minutes per week in grades Kindergarten through eight. Health education is defined by the Centers for Disease Control and Prevention as education that 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.

Data on the minutes of health education and physical activity in schools is collected using (1) School Health Profiles and (2) grantee observational visits. The 2017 School Health Profile Questionnaire (Attachment 15) included the following inquiry:

- 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.

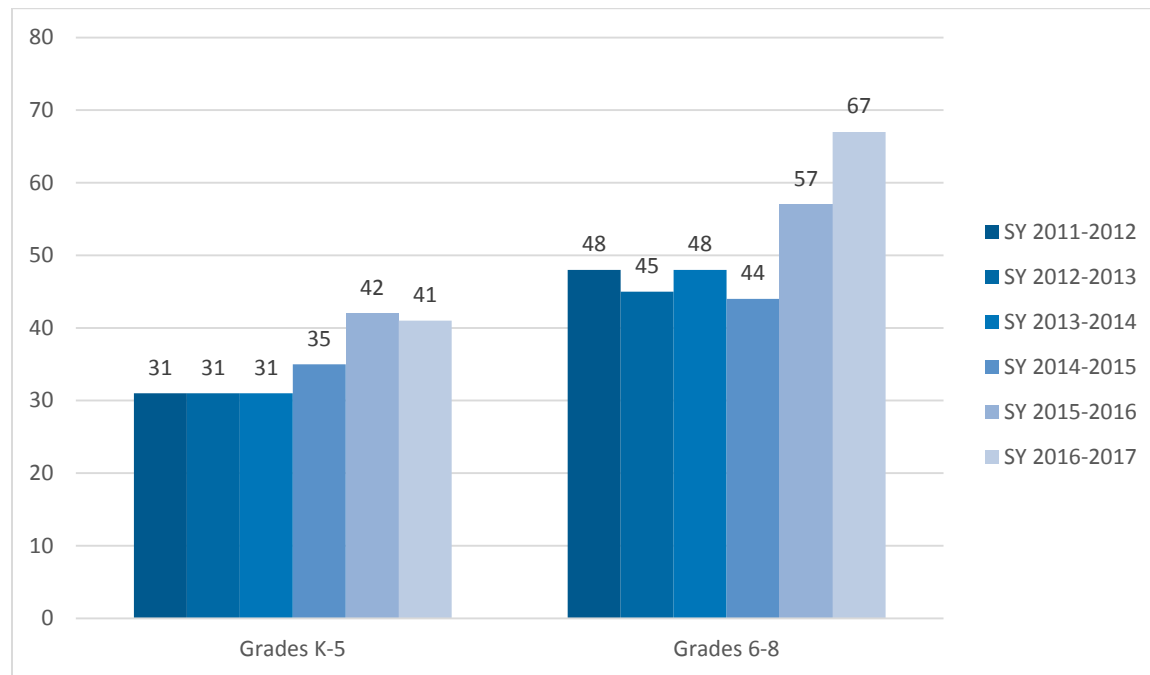
According to the 2017 School Health Profiles, students in Kindergarten through grade five received an average of 41 minutes per week of health education and students in grades six through eight received an average of 67 minutes per week of health education.

**Figure G: Average Minutes of Health Education**

	Grades K-5	Grades 6-8
Average Health Education Minutes Required per Week by Healthy Schools Act	75 minutes	75 minutes
Average Health Education Minutes per Week as Reported by 2017 Schools Health Profiles	41 minutes	67 minutes

Health education minutes (Figure H) decreased by one minute per week in Kindergarten through grade five and increased by 10 minutes per week for grades six through eight between the 2015-2016 school year and the 2016-2017 school year. The health education minutes for grades six through eight are the highest they've been since tracking began in 2010.

**Figure H: Minutes per Week of Health Education in Grades K-5 and 6-8, school years 2010-2011 through 2016-2017**



Although most public schools in the District are not yet meeting the Healthy Schools Act requirements for health education, there has been some noteworthy progress made towards the health education minutes.

*Centers for Disease Control and Prevention Promoting Adolescent Health Through School-Based HIV/STD Prevention and School-Based Grants*

Through partnership with the DC Department of Health and OSSE's Centers for Disease Control and Prevention Promoting Adolescent Health Through School-Based HIV/STD Prevention grants, observational site visits in health and physical education classes were conducted at 14 school sites in school year 2016-2017. All 14 schools either met or were working toward the Healthy Schools Act requirements for health and physical education in the appropriate grade levels, including:

- 50 percent of elementary physical education teachers reported that their weekly class schedule allowed them to teach students at the minute requirements for physical education
- 43 percent of schools had more than half of their students engage in moderate to vigorous

physical activity

- Two schools met the full physical education requirements
- 13 out of 14 schools provided at least one daily physical activity break
- 100 percent of physical education teachers encouraged other school staff to integrate physical activity into other academic lesson plans (especially English, Math, and Science)
- 100 percent of educators were using a recommended physical education curriculum
- All 14 schools are working toward meeting the health education requirements

Discussions with school administrators during the visits continued to reveal that although schools are working toward the physical education and health education requirements, there is still concern about meeting the requirements given limited scheduling, staffing, funding, and facilities.

#### *OSSE Physical and Health Education Grants*

In an effort to support the provision of 150 minutes of weekly physical education and 75 minutes of weekly health education for students in Kindergarten through grade five, OSSE awarded \$600,000 in grant funds through the OSSE Physical and Health Education Grant to support six public charter elementary schools (Attachment 10) in providing 150 minutes of weekly physical education 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 physical education and health education time and a letter of commitment from the school principal. The grants were awarded in July 2015 for implementation during the 2015-2016 and 2016-2017 school years. The grant is a two-year grant and will close out at the end of fiscal year 2017. OSSE has worked closely with the grant recipients over the past two years 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.

#### *DC Physical Activity for Youth Grants*

Under the Healthy Schools Act, DC Official Code § 38–821.02, the Healthy Schools Act Fund shall be used to make grants available through a competitive process to District of Columbia Public Schools and public charter schools that seek to increase the amount of physical activity in which their students engage.

During the 2016-2017 school year, OSSE awarded 35 DC Physical Activity for Youth grants to 19 District of Columbia Public Schools and 16 public charter schools (Attachment 11). The 2016-2017 school year was the fifth year of the grant program. The DC Physical Activity 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 2016-2017 DC Physical Activity for Youth projects was \$217,601. 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.

OSSE will be combining physical activity and nutrition education initiatives to create the Nutrition Education and Physical Activity (NEPA) equity grant for 2017-2018. The purpose of this grant is to build the capacity of schools to provide nutrition education and physical activity before, during, or after school. The NEPA will focus on creating equitable opportunities for DC public and public charter schools with an emphasis on accelerating progress for schools that are furthest behind.

## Section 2: Student Achievement with Respect to the Physical and Health Education Standards

The District of Columbia is the only state in the nation that conducts a standardized test for health and physical education. OSSE utilizes the Health and Physical Education Assessment (HPEA) to test District students on their health and physical education knowledge as it pertains to OSSE's Health Education Standards and Physical Education Standards. Students are tested annually in grades five, eight, and high school for students enrolled in a health course.

The DC Health Education Standards were revised and approved by the DC State Board of Education during the 2015-2016 school year and aligned to the 2016 HPEA. The DC Physical Education Standards were revised and approved by the DC State Board of Education during the 2016-2017 school year and will be aligned to the 2018 HPEA.

The 2017 HPEA was administered April 3 – June 16, 2017. During the 2017 administration, OSSE introduced a new data visualization tool in Qlik to allow local education agencies (LEAs) to monitor student assessment completion rates in real time as well as view, filter, and analyze assessment results at the LEA, school, and student level. The tool allows LEAs to compare assessment data over multiple years in an effort to identify trends, highlight areas that need improvement, and inform curriculum development. At the time of this report's publication, LEAs had real time access to LEA, school, and student HPEA data; however, district-wide 2017 HPEA data was being analyzed by OSSE and not ready for distribution. This additional data will be available upon request once analysis is finished.

## 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. Efforts to enhance the availability of healthier foods and filtered water were demonstrated by 97 percent of schools reporting water is available during meal times, according to the 2017 School Health Profiles. Schools continue to meet meal requirements set forth by the Healthy Schools Act, and 100 percent of the 35 schools visited during an Administrative Review were in compliance with the Healthy Schools Act requirements for healthy vending, fundraising, and prizes.

### School Meal Programs

During the 2016-2017 school year, OSSE conducted the United States Department of Agriculture (USDA) School Meal Programs Administrative Reviews at 21 LEAs, including 35 school sites. This included 13 District of Columbia Public Schools, 10 public charter schools, and two private schools. During this review, compliance with the Healthy Schools Act on vending, fundraising, prizes in schools, and local wellness policies were reviewed. All schools and LEAs reviewed were in compliance with the Healthy Schools Act requirements surrounding healthy vending, fundraising, prizes in schools, and local wellness policies.

### *Healthy Vending, Fundraising, and Prizes in Schools*

Under the Healthy Schools Act, DC Official Code § 38–826.02, schools are to report whether it has vending machines and if so, how many vending machines, the hours of operation of said vending machines, and what items are sold from the machines.

According to the 2017 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 baked chips, lower calorie/lower fat snacks, water, and 100% fruit and/or vegetable juice. In addition, 11 percent of schools had a school store. The most reported food and/or beverage categories sold in school stores included baked chips, lower calorie/lower fat snacks, 100% fruit and/or vegetable juice, and regular chips, pretzels and snack mixes. During the 2016-2017 Administrative Reviews, 100 percent of school sites were in compliance with the Healthy Schools Act requirements for healthy vending, fundraising, and prizes. The fundraising activities were determined to be in compliance with the Healthy Schools Act.

### *Availability of Cold, Filtered Water*

Under the Healthy Schools Act, DC Official Code § 38–822.03, all District of Columbia Public Schools, 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.

Based upon data reported in the 2017 School Health Profile, 97 percent of schools stated that they had water available to students during mealtimes, compared to 88 percent during the 2015-2016 school year. Results from the Administrative Reviews confirmed the availability of water during meal times in schools visited. Out of the 35 sites visited, there was only one site where cold, filtered water was not available during mealtimes. Following the Administrative Review, this has since been corrected.

### *Sufficient Time during the Lunch Period*

Under the Healthy Schools Act, DC Official Code § 38–822.03, 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.

During the 2016-2017 school year, all LEAs participating in the National School Lunch Program reported providing at least 30 minutes for students to each lunch and sufficient time during the lunch period for students to pass through the lunch line.

### *Funding for Healthy School Meals*

Under the Healthy Schools Act, DC Official Code § 38–821.02, 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.

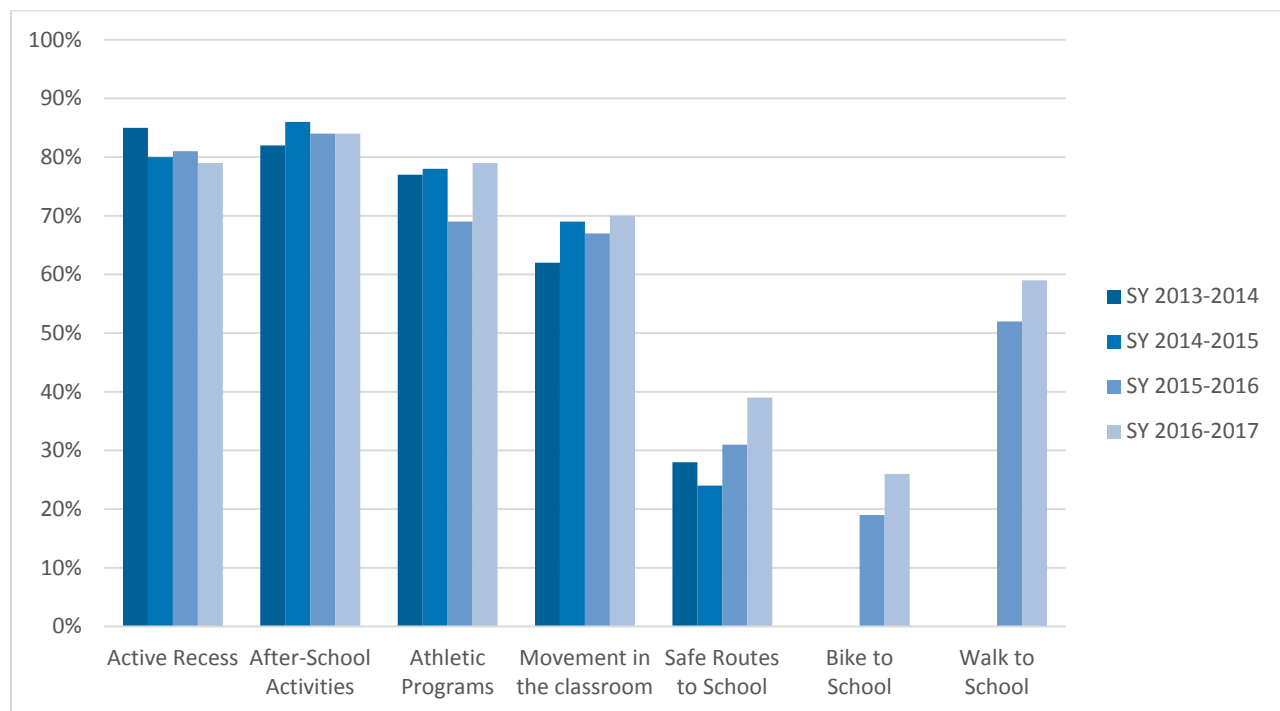
During the 2016-2017 school year, all District of Columbia Public Schools, public charter schools, and participating private schools received additional funding for providing meals that met the requirements of the Healthy Schools Act.

## Promoting Physical Activity

OSSE assists schools in promoting physical activity throughout the school day through our DC Physical Activity for Youth grant, School-Based HIV-STD Prevention and Physical Education-Physical activity Program, workshops, trainings, and technical assistance (see Section 3: Additional Implementation Efforts for the Healthy Schools Act).

Based upon data reported in the 2017 School Health Profile, schools utilized a variety of strategies to promote physical activity, including active recess, movement in the classroom, and athletic programs (Figure I). Since the 2015-2016 school year, there has been an increase in the number of schools utilizing safe routes to school (eight percentage point increase), athletic programs (ten percentage point increase) movement in the classroom (three percentage point increase), walk to school (seven percentage point increase) and bike to school (six percentage point increase). These increases in physical activity are strong indicators that OSSE provided effective professional development, technical assistance, and capacity building strategies to schools around physical activity.

**Figure I: Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity, School years 2012-13 through SY 2016-2017**



## Local Wellness Policies

The Healthy Schools Act, DC Official Code § 38–826.01, mandates that each LEA shall collaborate with parents, students, food service providers, and community-based organizations to develop, adopt, and update a comprehensive Local Wellness Policy (LWP). Additionally, federal regulations require that all LEAs receiving federal funds to support the breakfast and lunch programs also have an LWP. According to federal regulations and local law, LWPs shall be revised every three years. The United States Department of Agriculture’s (USDA) Healthy, Hunger-Free Kids Act of 2010 released new LWP requirements for LEAs.

During the 2016-2017 school year, OSSE discontinued monitoring local wellness policy requirements through the Healthy Schools Act Compliance Determination visits. Instead, OSSE hosted several Local Wellness Policy trainings during the 2016-2017 school year to help LEAs meet the new LWP requirements. A total of 36 LEAs attended the Local Wellness Policy Training to receive updated materials and hands-on technical assistance. All LEAs were required to update their local wellness policy by June 30, 2017, according to the USDA final rules.

The Healthy Schools Act, DC Official Code § 38–826.01, requires all public schools and public charter schools to promote their local wellness policies to faculty, staff, parents and students. According to results from the 2017 School Health Profile, 49 percent of schools posted their local wellness policy on the school website, 50 percent made it available in the main office, and 20 percent posted it in the cafeteria or eating area (schools are able to report multiple promotion methods in the School Health Profile). These are all slight decreases from the 2015-2016 school year. OSSE will continue to train and remind schools to make the LWP easily accessible to staff, parents, students, and the community.

## Section 4: Additional Implementation Efforts for the Healthy Schools Act

Throughout school year 2016-2017, OSSE continued to provide trainings, technical assistance, and resources to schools. These items were based on the DC Health Education Standards, the Physical Education Standards (approved by the DC State Board of Education during the 2016-2017 school year), and specific school health frameworks. OSSE was able to continue to work with OSSE’s Youth Advisory Committee<sup>5</sup> to develop youth-focused and -friendly health related materials, publish a comprehensive

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<sup>5</sup> 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.

Health and Physical Education Booklist, distribute additional copies of the Healthy Schools Act Booklist<sup>6</sup>, develop a professional development menu, pilot a Health and Wellness Liaison program, administer the Youth Risk Behavior Survey (YRBS), launch a Nutrition and Health Curricula Purchase Program, publish curricula guidance documents on selected topics, and establish a physical education cadre program.

### Health and Physical Education Curricular Standards

Under the Healthy Schools Act, DC Official Code § 38–824.02, all health and physical education curricula shall meet the curricular standards adopted by the State Board of Education (SBOE). The physical education standards have been in place since 2007 and were recently revised and approved by the SBOE in March 2017, while the health education standards were revised and approved in 2016. These standards outline the concepts and skills that students should know and be able to do at the end of each grade or grade band from Kindergarten through grade eight and by the time they graduate from high school.

OSSE continues to regularly provide training, technical assistance, and resources on standards-based health and physical education curriculum, how to integrate health throughout core subjects, and ways to create healthy school environments. A *Health and Wellness Menu of Professional Developments, Services, and Technical Assistance* was developed and distributed to help address various components of the Whole School, Whole Community, and Whole Child model (which addresses the health and physical education standards). This resource was made available in paper and electronic format to childcare providers, teachers, and community-based organizations (CBOs) who partner with schools on physical and health education. This resource is free and has been promoted through OSSE’s newsletter, website, and list serves.

### Curriculum Guidance Documents and Crosswalks

OSSE developed Curriculum Review Guidance Documents as a guide for educators in District of Columbia Public Schools and public charter schools. These guides include summaries and in-depth information about various health education curricula. Each guide is thoroughly reviewed to ensure it aligns with the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT), which is based on the National Health Education Standards, and OSSE’s 2016 Health Education standards. Preliminary information and short summaries of each of the curricula are included in a guide. Current versions of the Curriculum Guidance Documents include:

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<sup>6</sup> 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 five.

- Nutrition Curriculum Review (April 2017)
  - Available on the OSSE website at:  
<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Nutrition%20Curriculum%20Review%20Guidance%20Document.pdf>
- Sexual Health Curriculum Review (February 2017)
  - Available on the OSSE website at:  
<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Sexual%20Health%20Curriculum%20Review%20Guidance%20Document.pdf>

OSSE continues to recruit and train for its Health Curricula Review Team which is comprised of individuals who have volunteered to analyze and systematically review curricula that have been selected by the Coordinated Health Education Team’s Advisory Boards and OSSE staff. Each Curricula Review Team member is trained on the HECAT prior to participation. OSSE offers HECAT trainings on an ongoing basis to external stakeholders upon request.

#### *Health and Physical Education Curricular Resources*

OSSE continues to maintain a Health and Physical Education Curricula and Resource Library. The library continues to be a resource that is used extensively by administrators, health teachers, physical education teachers, and other educators and community based organizations that work in or directly with District schools. The OSSE Healthy Schools and Wellness Programs (HSWP) identified over 80 different health and physical education curricula for public viewing, with curricula aligned to the District Health Education Standards. Individuals can view the library and receive technical assistance upon request.

#### *Additional Physical Education and Physical Activity Progress*

During the 2016-2017 school year, OSSE completed the following with regards to physical education and physical activity in District schools:

- Conducted three mandatory trainings for DC Physical Activity for Youth grant recipients, which focused on various physical and health education curricula and physical activity programs that can be implemented in elementary, middle, and high schools.
- Implemented the Comprehensive School Physical Activity Program (CSPAP) in District schools and create a CSPAP poster to provide schools with different methods of promoting physical activity.

- Sponsored a *Coordinated Approach to Child Health* training which creates behavior change through enabling children to identify healthy foods and increase the amount of moderate to vigorous physical activity children engage in each day.
- Sponsored a physical activity and nutrition professional development workshop for early care and education facilities and pre-K through grade 12 schools.
- Recruited 15 physical education teachers to serve on OSSE's inaugural Physical Education Leadership Cadre, a program intended to build the capacity of physical education teachers to implement quality physical education and increase school-based physical activity opportunities for students.
- Trained a new group of curricula reviewers who will review curricula on a variety of health topics, including physical education and physical activity. This was done as part of the Curricula Review Team program through the Coordinated Health Education Team initiative. The program will allow OSSE to provide LEAs with research and findings for curriculum performance when reviewed through the CDC's Health Education Curriculum Analysis Tool and Physical Education Curriculum Analysis Tool.
- Worked with the nonprofit Building Our Kids' Success (BOKS) to provide a webinar and training for schools implementing the BOKS physical activity program.
- Coordinated with the Physical Activity subcommittee of the Healthy Youth and Schools Commission as they explored the feasibility of using rooftop space at schools for physical activity and physical education programming.
- Co-sponsored a professional development session for schools on LACSAL, a derivative of Lacrosse.
- Co-sponsored a professional development session for schools on Yoga and Soca to expand physical activity options in schools.

### Additional School Health and Wellness Progress

In addition to the individual training and technical assistance requests made by schools, District agencies, and community based organizations, OSSE was able to coordinate and host several programs and services that went beyond traditional training and development. Highlights from OSSE's health and wellness accomplishments for the school year 2016-2017 include the following:

- Piloted a Health and Wellness Liaison Program designed to support the District's schools and early childcare facilities in implementing comprehensive health, physical education, and physical activity through direct capacity and support. Fifteen Health and Wellness Liaisons were selected



to assist OSSE with streamlining foundational principles and skills that fall within health related federal and locally-funded programs and align with the Whole School, Whole Community, Whole Child Model.

- Provided a Reproductive Health Model Training to Health and Wellness Liaisons that will prepare other health educators to provide more interactive instruction around male and female anatomy, sexual health education, and contraception usage.
- Hosted two School Health Index Tool trainings for school administrators and staff to self-assess their school health policies and practices.
- Offered nutrition webinars on the following topics:
  - Nutrition Education in Schools
  - Smart Snacks and Healthy Vending
  - Integrating Nutrition Education into the School Curriculum
- Partnered with Common Threads to offer a Healthy Teachers Training to 18 District educators.
- Partnered with the DC Department of Behavioral Health to offer Child and Adolescent Functional Assessment Scale Trainings, a training that assess a youth's day to day functioning across critical life subscales.
- Participated in the Department of Behavioral Health's Behavioral Health Working Group.
- Hosted Local Wellness Policy Trainings which prepared school staff to update their Local Wellness Policies and start a wellness committee. The training also provides participants with a template and self-evaluation tool to monitor their school's compliance with the policy.
- Organized a Health and Wellness Symposium planning meeting that brought together a variety of DC agencies and community based organizations to organize the summer 2-day professional development event. The Symposium served 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.
- Provided training to the DC Personal Responsibility Education Program grantees and the Health and Wellness Liaisons on the Healthy Youth Resource Guide and Quickbase Referral System.
- Offered the How to CARE™ for Students with Food Allergies training District public and public charter schools as part of the Access to Emergency Epinephrine in Schools Act of 2015. The training taught educators, administrators, and other essential personnel how to prepare and respond to food related allergies and anaphylaxis.
- Created an Allergy Management and Prevention and Response in Early Child Care Settings training.
- Provided the Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum training to

all health and physical education teachers that wanted to implement the curriculum during the 2016-2017 school year.

- Developed a Health and Physical Education Partnerships and Collaborations Working Group through the Coordinate Health Education Team initiative. The subcommittee served as a forum for educators and organizations to collaborate and partner on health and physical education related programs and school health services. The subcommittee was formalized through a research study by Johns Hopkins University's School of Education Program.
- Released and disseminate its 2015 Youth Risk Behavior Survey Report.
- Hosted capacity building trainings on health standards and assessments, mapping, and assessments.

### OSSE Youth Advisory Committee

The OSSE Youth Advisory Committee is a group comprised of 21 middle and high school students from across the District. This cadre of young leaders meets monthly to collaborate and use their knowledge, experience, and expertise to develop youth-led and youth-centered projects and activities around adolescent health issues. Work performed by the OSSE Youth Advisory Committee in school year 2016-2017 included the following:

- Provided an interactive workshop on best practices for engaging with youth in the classroom. District youth shared tips for best ways to create a safe spaces, encourage participation, and expand diversity among students.
- Participated in Leading with Pride, a Gay-Straight Alliance Conference that brings together youth to strengthen school Gay-Straight Alliances. The Youth Advisory Committee participated on a youth panel and set up a table at the event.
- Supported the youth vetting of environmental literacy, nutrition and sexual assault policies by providing feedback and sharing student perspectives for implementing plans.
- Participated in the keynote luncheon panel at the Health and Wellness Symposium, offering a youth voice and perspective to the symposium.
- Held a youth focus group on nutrition education in schools to address needs and perceptions of high school youth.

### Youth Risk Behavior Survey

During the 2016-2017 school year, OSSE published the District of Columbia 2015 Youth Risk Behavior Survey (YRBS) Report and released LEA-level data to each participating LEA. The 2015 YRBS report is

available on the OSSE website here: <https://osse.dc.gov/service/dc-youth-risk-behavior-survey-yrbs>.

Beginning in February 2017, OSSE administered the 2017 YRBS to participating District middle and high schools. The 2017 overall response rate for the 2017 YRBS was 68 percent<sup>7</sup> (Attachment 13). At the time of this report's publication, the 2017 YRBS data was with the Centers for Disease Control and Prevention (CDC) for data confirmation and early analysis. OSSE expects to receive the full 2017 YRBS dataset from CDC in October 2017.

## Ongoing and New Technical Assistance and Support for Schools

### *The Health and Wellness Technical Assistance Request Form*

Consistent with previous years, the OSSE Health and Wellness Programs Team continued to offer the *Health and Wellness Technical Assistance Request Form* to provide a coordinated approach for delivering both traditional and untraditional types of services to the public. This was an expanded service through OSSE's Coordinated Health Education Team initiative. Services requested in school year 2016-2017 included, but were not limited to, receiving equipment, on-site professional development for staff, achieving capacity building, and technical assistance support on specific Whole School, Whole Community, Whole Child model (WSCC) components. The technical assistance request form allows OSSE to collaborate and coordinate internally and externally to equip District schools with appropriate resources and support for healthy environments in school settings.

### *Health and Physical Education Booklist*

The 2016-2017 edition of the Health and Physical Education Booklist is an annotated list of books for K-12 students on a variety of health topics, including but not limited to, mental and emotional health, safety skills, physical education and activity, the environment, food and nutrition, food cultures and customs, gardens and farms, alcohol and drug use, and personal and sexual health. OSSE continued to distribute the booklist to schools and promote it as a resource during presentations and Growing Healthy Schools Month activities. The booklist is available on the OSSE website at:

<https://osse.dc.gov/publication/health-and-physical-education-booklist>

### *OSSE Healthy Schools Booklist*

Consistent with previous years, OSSE continued to promote and distribute the OSSE Healthy Schools Booklist. The OSSE Healthy Schools Booklist is an annotated list of over 400 books with positive food, nutrition, and physical activity messages for students in grades Kindergarten through five. In 2016-2017,

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<sup>7</sup> 2017 YRBS response rates are preliminary and will be confirmed by CDC in October 2017

OSSE disseminated the booklist to schools and promoted it as a resource during the Growing Healthy Schools Month activities. The booklist is available on the OSSE website at: <https://osse.dc.gov/hsbooklist>

### *Healthy Youth Resource Guide and Quickbase Referral Tracking System*

OSSE continued to promote and distribute the Healthy Youth Resource Guide to assist District youth and the community in accessing confidential services for sexual health and other care. This guide is also a resource for District schools to connect students to youth-friendly and youth-serving organizations in the District and is structured to help both the provider and the client navigate the referral process.

Providers that offer sexual health services to District youth were assessed for youth friendliness by a group of teen secret shoppers and ranked with a gold, silver, or bronze star. The overall ranking was dependent on the number of stars received by the teen secret shoppers per category, which included: call validity, disclosure, customer service, sexually transmitted infections (STI) testing services, and LGBTQ welcoming. These categories were aligned with the CDC 1308 Program guidance on, "Promoting and Establishing Community Partners to Improve Student Access to Sexual Health Services."

In addition to the guide, OSSE developed a referral tracking system through the online platform, Quickbase. The referral tracking system records individual referrals made to providers, services delivered by the providers, and services provided to users. OSSE trained District school staff, OSSE Health and Wellness Liaisons, and community partners in using the Healthy Youth Resource Guide and the online referral tracking system. Understanding that not all users have access to laptops or computers, the online referral tracking system is also mobile friendly and can be accessed through a smartphone. OSSE offers trainings for both laptops and smartphone access.

### *Nutrition Education Plan*

During the 2016-2017 school year, OSSE identified a need for improvement in student nutrition knowledge and dietary patterns based on consistent low nutrition scores on the Health and Physical Education Assessment (HPEA) and a decrease in dietary behavior findings from the Youth Risk Behavior Survey (YRBS). As a result, OSSE determined the need to develop a Nutrition Education Plan to focus on enhancing students' acceptance and consumption of healthy food items and knowledge regarding nutrition concepts and life application.

OSSE began developing the Nutrition Education Plan by obtaining feedback from various stakeholders working in nutrition education in the District, including LEA and school staff, relevant District agencies, community based organizations (CBOs), universities, and OSSE's Youth Advisory Committee. Further,

OSSE developed and distributed a survey questionnaire to school staff that received 88 responses,<sup>8</sup> communicated with eight state education agencies and school districts, and established a 25-member Nutrition Education Plan Workgroup<sup>9</sup> to discuss and enrich nutrition education content and ensure the plan reflected the diverse needs of those working in nutrition education in the District. The draft was developed with assistance from the workgroup was presented to District educators at the 2017 Health and Wellness Symposium as an opportunity for feedback.

The draft Nutrition Education Plan is aligned to the Whole School, Whole Community, Whole Child (WSCC) model and focuses on areas of the Healthy Schools Act like health education minutes, curricular standards, and local wellness policy development and implementation, among others. It focuses on student outcomes, creating a sustainable plan to ensure excellent work around nutrition is sustained over time, and emphasizes the need to work in external partnerships to best support District students and families. Additionally, the draft plan contains action items and measurable outcomes that can be used by the community, LEAs/schools, and student families/guardians to increase the quality and quantity of nutrition education delivered to students. OSSE is in the process of collecting comments from stakeholders and the public on the draft plan. The final Nutrition Education Plan is anticipated to be released during the 2017-2018 school year.

## Section 5: Upcoming Initiatives for the 2017-2018 School Year

During the upcoming 2017-2018 school year, OSSE plans to continue to expand efforts for providing supportive health and wellness trainings, technical assistance, resources, and engagement opportunities for students, LEAs, schools, stakeholders, and community based organizations. During the 2017-2018 school year, OSSE plans to do the following:

- Release the 2017 Nutrition Education Plan and work with schools, community based organizations, and District agencies to implement the plan, with a goal of enhancing student knowledge of nutrition concepts and consumption of health foods.
- Release a block grant in nutrition education and physical activity that addresses equity and expands reach by ensuring community based organizations partner with underserved schools.
- Work with a minimum of 10 schools to implement nutrition education curriculum and/or health

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<sup>8</sup> Total responses are greater than the total schools because some schools submitted more than one response.

<sup>9</sup> Nutrition Education Plan Workgroup members include those who attended at least one of the workgroup meetings and/or provided feedback electronically

education curriculum. Utilize instructional materials to enhance the quality and quantity of nutrition health education offered to students, in coordination with Federal and local resources

- Continue to coordinate the Health and Wellness Liaison Program, a program designed to support District LEAs, schools, and stakeholders in implementing comprehensive health and physical education and physical activities through direct capacity building and support. Sixteen Health and Wellness Liaisons will assist OSSE with streamlining foundational principles and skills that reside within Federal and locally-funded programs and align with the Whole School, Whole Community, Whole Child Model. This program is currently funded through OSSE's Centers for Disease Control and Prevention grants and DC Department of Health's Community Health Administration partnership.
- Develop school health transition and sustainability plan templates for schools that experience high staff and program turnover year to year. These materials and worksheets will assist schools in implementing the health and physical education standards and based on deliverables required through CDC federal grants.
- Provide on-going technical assistance to LEAs that need to update their local wellness policies and develop evaluation tools for LEAs.
- Continue to disseminate the DC Healthy Schools and Health and Physical Education Booklists and assist schools in using books from the booklist to promote nutrition, physical activity, health, and literacy.
- Work with schools to utilize the Curriculum Review Guidance Documents to choose and implement an appropriate health education curriculum based on their demographics and needs
- Expand the use of school-level self-assessments by using the School Health Index Tool (SHI) to determine the level of needs and supports around identifying strengths and weaknesses of health and safety policies and programs, developing an action plan for improving student health, and engaging teachers, parents, students, and the community in promoting health-enhancing behaviors and better health. OSSE plans to use the results from SHI as a method to tailor and provide technical assistance.
- Update and promote the *Health and Wellness Menu of Professional Development, Services, and Technical Assistance* and the Technical Assistance Request Form.
- Provide a Health and Wellness Symposium for local educators and administrators to obtain critical professional development, skills based training and updates around health and physical education to include but not limited to teaching strategies, teaching materials, etc.
- Provide additional cross-cutting trainings on topics that will assist school administrators and educators in planning and implementing health and physical related programs and services. Provide additional technical assistance on developing, implementing, and strengthening

#### Comprehensive School Physical Activity Programs.

- Analyze the Centers for Disease Control and Prevention (CDC) and Healthy Schools Act (HSA) School Health Profiles.
- Release the alcohol, tobacco, and other drugs and physical activity Curricula Guidance Documents and crosswalks.
- Expand and promote the District’s “Out for Safe Schools Initiative” in partnership with District of Columbia Public Schools, which is funded through the District’s Promoting Adolescent Health through School-Based HIV/STD Prevention and School-Based Surveillance grant.
- 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.
- Align the Health and Physical Education Assessment to the new Physical Education Standards
- Continue to implement the Whole School, Whole Community, Whole Child model and align it with current efforts and initiatives within the District of Columbia.
- Implement an inaugural Physical Education Leadership Cadre comprised of 15 physical education professionals in an effort to share best practices, develop and implement school-based physical activity programs, discuss existing supports and resources, and make recommendations regarding physical education and physical activity programming in District schools.

## Section 6: Health and Physical Education Report 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 physical and health education, and the promotion of physical activity. OSSE staff will continue to work with schools to provide needed training, technical assistance, and support and will seek out new and innovative approaches as we strive to improve our processes and the services that we provide to schools.

## Part C: Environmental Literacy Report

The District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to provide highlights and updates to the Mayor, the Council, and the Healthy Youth and Schools Commission on:

- The state of environmental education in the District, plans for expansion, and recommendations for improving the program, DC Official Code § 38–825.02.

Highlights from this section include:

- In September 2017, the first updated DC Environmental Literacy Plan (ELP) was posted online<sup>10</sup>. The ELP creates the groundwork for the development of academic standards and the measurement of student achievement with regards to environmental literacy.
- The availability and enrollment in District high school environmental science courses, both Advanced Placement and standard, has grown in DCPS and public charter schools.
- OSSE continued working with Environmental Literacy Leadership Cadre: 19 teachers representing 15 elementary schools committed to developing and implementing a school-based environmental literacy program. OSSE awarded over \$326,000 in grants to support environmental literacy programs in schools represented in the cadre.
- The leadership cadre teachers created Environmental Literacy Guides for Educators of Pre-Kindergarten to Grade 5 students. These guides include correlations with Next Generation Science Standards (NGSS) and the College, Career, and Civics (C3) Framework for social studies state standards, and provide example activities that can take place in the classroom, on school grounds, nearby, or in the field.
- OSSE piloted an initiative to provide bus transportation assistance to help schools meet the costs of engaging students in environmental field experiences.

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<sup>10</sup> 2017 DC Environmental Literacy Plan

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf)



## Section 1: Background on the Environmental Literacy Program

OSSE continues to make significant progress in implementing the Environmental Literacy Program and in conducting other programming to support student health and sustainability outcomes. OSSE plans to expand this work in the upcoming 2017-2018 school year in an effort to increase the scope and depth of environmental education programming.

Across the nation,<sup>11</sup> jurisdictions are incorporating environmental education into the school day in an effort to ensure students graduate with an understanding of how their lives impact the environment and the skills to reduce their impact on the environment through personal choices. In the District, the Healthy Schools Act helps drive this effort in schools.

The Healthy Schools Act solidifies the notion that creating and sustaining an environmentally friendly school environment and integrating environmental education into schools' curricula are essential to the health and wellness of students, as well as the health of the local environment and community. In 2012, the Department of Energy and Environment (DOEE), in conjunction with other District agencies and stakeholders, lead the development of an environmental literacy plan that would serve as a road map for the implementation and integration of environmental education in the District's K-12 curriculum. Adopted by DC Council in 2014, the Environmental Literacy Plan (ELP) must be updated every three years. OSSE is now tasked with leading this effort, in coordination with the DOEE, District of Columbia Public Schools (DCPS), the Public Charter School Board (PCSB), the State Board of Education (SBOE), the Department of Parks and Recreation (DPR), the Department of General Services (DGS), the Department of Employment Services (DOES), and the University of the District of Columbia (UDC). Substantial input is also received from the DC Environmental Education Consortium (DCEEC) and environmental non-profit organizations. The resulting Environmental Literacy Plan (ELP) provides a framework to ensure that students will be prepared to make informed decisions concerning the environmental opportunities and challenges of the 21st century. In September 2017, the updated ELP was posted online. The ELP creates the groundwork for the development of academic standards and the measurement of student achievement with regards to environmental literacy.

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<sup>11</sup> National environmental efforts include, among others, the "Every Kid in a Park" initiative for fourth grade students and their families, the U.S. Department of Education's "Green Ribbon Schools" recognition program, and Title IV of the Every Student Succeeds Act. Regional environmental literacy efforts are driven by the Chesapeake Bay Watershed Agreement (2014).

The Environmental Literacy Plan defines environmental literacy as the development of the knowledge, attitudes, and skills necessary to make informed decisions concerning the relationships among natural and urban systems. The ELP further identifies an environmentally literate person as one who: discusses and describes ecological and environmental systems and human impacts on these systems; engages in hands-on, outdoor learning experiences that involve discovery, inquiry, and problem solving; formulates questions and analyzes information pertaining to his or her surrounding environment; and understands how to take actions that respect, restore, protect, and sustain the health and well-being of human communities and environmental systems.

In 2013, the District released its first Sustainable DC Plan, a strategy that lays a path forward for making the District the healthiest, greenest, and most livable city in the nation over the next 20 years. During the development of the Sustainable DC Plan, many stakeholders called for the development and implementation of an associated education curriculum for District schools that would include sustainability concepts. The Sustainable DC Plan recognizes that the ELP is the appropriate platform on which to build environmental and sustainability education into District schools. In the Sustainable DC Plan, implementation of the ELP is a component of the Equity and Diversity Goal 1 (to ensure that all school-age children in the District are educated in sustainability and prepared for a changing green economy) and includes the following:

- Target: By 2032, teach at least 50 percent of children in the District about sustainability concepts; and
- Action 1.3: Launch the implementation of the Environmental Literacy Plan in school curriculum.

In response to the Sustainable DC Plan, the DC Council passed the Sustainable DC Omnibus Amendment Act of 2014, effective December 17, 2014 (D.C. Official Code § 8-1531 et seq.), which identified various areas where legislative changes were needed to achieve Sustainable DC goals, including an amendment to the Healthy Schools Act. The Sustainable DC Omnibus Amendment Act of 2014 amended the Healthy Schools Act to formalize support for the ELP by creating an Environmental Literacy Program in OSSE. The purpose of the Environmental Literacy Program is to provide, “necessary oversight, subject matter expertise, and training resources to ensure that the ELP is integrated into District school curricula.” Finally, the Budget Support Act of 2015 for fiscal year 2016 required OSSE to establish a one year pilot program to provide funds to employ environmental literacy specialists at DCPS and public charter elementary schools in an effort to implement the 2012 ELP. In spring 2017, DOEE launched the process to update the Sustainable DC Plan and create a revised 5-year plan. Education will remain an important consideration when reviewing and revising the District’s sustainability strategy.

These local initiatives have the potential to empower future generations to make effective environmental decisions and become caretakers of our natural resources. The following section discusses the development and implementation of the Environmental Literacy Program over the 2016-2017 school year.

## Section 2: State of Environmental Education: Environmental Literacy Program

The Sustainable DC Omnibus Amendment Act of 2014 revised the Healthy Schools Act of 2010 to establish an Environmental Literacy Program at OSSE to:

- Coordinate the efforts of DOEE, DCPS, PCSB, OSSE, SBOE, UDC, DPR, the Department of General Services (DGS), and the Department of Employment Services (DOES) to triennially develop an environmental literacy plan for public schools, public charter schools, and participating private schools;
- Establish and convene an Environmental Literacy Advisory Committee, composed of community organizations, District government agencies, and other interested persons;
- Collect data on the location and types of environmental education programs in public schools, public charter schools, and participating private schools;
- Provide environmental education guidance and technical assistance to public schools, public charter schools, and participating private schools; and
- Provide training, support, and assistance for environmental literacy programs in public schools, public charter schools, and participating private schools.

Since the enactment of the Sustainable DC Omnibus Amendment Act of 2014, OSSE has worked to meet the subtitle's requirements accordingly.

### *Coordinate the efforts of District agencies to triennially develop an environmental literacy plan for public schools, public charter schools, and participating private schools*

In July 2016, OSSE launched the coordinated effort to update the ELP. From July – November 2016, OSSE hosted monthly meetings for stakeholders to provide suggestions and feedback on the plan's goals and objectives. The draft ELP was initially reviewed by the Environmental Literacy Advisory Committee. OSSE also engaged the public in three meetings during the March 2017 public comment period and solicited

feedback through an online form. The final plan was reviewed and approved by District agency representatives prior to OSSE's submission of the plan to the mayor's office and posted online.

#### *Establish and Convene an Environmental Literacy Advisory Committee*

OSSE identified and recruited qualified representatives from schools, community organizations, stakeholders, and District agencies to serve on the Environmental Literacy Advisory Committee, which will meet three times per year (Attachment 18).

#### *Collect data on the location and types of environmental education programs in District schools*

Data on environmental education programs in District schools for the 2016-2017 school year were collected using multiple methods including: (1) Healthy Schools Act School Health Profiles<sup>12</sup>, (2) data from OSSE's School Gardens and Farm-to-School Programs, (3) District of Columbia Public Schools Office of Planning and Post-Secondary Readiness, and (4) self-reported data from select environmental education providers.

High School Environmental Science Course Enrollment: Based upon data from the DCPS Office of Planning and Post-Secondary Readiness, since the 2012-2013 school year, the availability of District high school environmental science courses, both Advanced Placement and standard, has grown in DCPS (Figure J).

According to 2017 School Health Profile data, out of 20 charter high schools, only nine offered an environmental science course (Advance Placement or standard) in the 2013-2014 school year, but 12 schools have offered the course since the 2014-2015 school year (Figure J).

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<sup>12</sup> Each public school, public charter school, and participating private school within the District of Columbia is required to complete the School Health Profile Questionnaire (SHP) and submit to OSSE pursuant to the Healthy Schools Act of 2010, DC Official Code § 38–826.02. The information collected in the SHP serves as a comprehensive means of monitoring and evaluating schools on how well they are meeting the requirements under the HSA. All data in the SHP are self-reported by each school.

**Figure J: Number of High Schools Offering Advanced Placement (AP) Environmental Science and Environmental Science and Enrollment in those Courses**

	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
Number of DCPS high schools offering an AP Environmental Science course	3/25 (12%)	Data not available	5/21 (24%)	7/21 (33%)	8/22 (36%)
Enrollment in DCPS AP Environmental Science courses	150	Data not available	173	266	279
Number of DCPS high schools offering a Standard Environmental Science course	19/25 (76%)	Data not available	18/21 (86%)	17/21 (81%)	18/22 (82%)
Enrollment in DCPS Standard Environmental Science courses	2150	Data not available	1430	1138	1853
Number of Public Charter LEAs offering Environmental Science courses (AP or Standard)	Data not available	9/20 (45%)	12/20 (60%)	12/20 (60%)	13/21 (62%)
Enrollment in Public Charter LEA Environmental Science courses (AP or Standard)	Data not available	626	849	791*	929*

\*Not all public charter LEAs provided enrollment numbers

**Environmental Literacy Indicator Tool (E-LIT):** To support the Environmental Literacy Goal and Outcomes of the Chesapeake Bay Watershed Agreement<sup>13</sup>, the Chesapeake Bay Program collects information from local and state schools systems to help advance the implementation of environmental education efforts in schools in the mid-Atlantic region. In this self-assessment, LEAs are asked to determine whether processes were in place for the LEA to facilitate environmental literacy planning, sustainable schools, and student participation in meaningful watershed educational experiences (MWEEs)<sup>14</sup>. Data are collected every other year, with the next collection taking place in fall 2017.

<sup>13</sup> The Chesapeake Bay Watershed Agreement is available here:

<http://www.chesapeakebay.net/chesapeakebaywatershedagreement/page>

<sup>14</sup> Definition of a meaningful watershed educational experience can be found here:

[http://www.chesapeakebay.net/publications/title/meaningful\\_watershed\\_educational\\_experience](http://www.chesapeakebay.net/publications/title/meaningful_watershed_educational_experience)

Environmental Literacy Taught in Schools: According to the 2017 School Health Profile data, 68 schools are teaching at least one of the following environmental topics during the school year:

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

However, program data from the OSSE School Garden and Farm Field Trip grants, Bus Assistance for Environmental Field Experiences pilot, and DOEE's Overnight Meaningful Watershed Educational Experience indicate potential underreporting on the number of schools teaching these topics in the classroom. These data have been compiled into a list of schools and types of environmental education programming (Attachment 19). OSSE's environmental literacy coordinator plans to coordinate and streamline channels for collecting more accurate and robust data in the future. In addition to the data sources mentioned above, other methods may include:

- DC Environmental Education Consortium Member Survey
- Interviews with school administrators and community-based organizations

*Provide environmental education guidance and technical assistance to public schools, public charter schools, and participating private schools*

OSSE created a webpage for the Environmental Literacy Program on its website available at:

<http://osse.dc.gov/service/environmental-literacy-program-elp>.

This page has links to numerous resources for environmental literacy. Additionally, in December 2015, the curricular units developed during the 2014 Environmental Literacy Summer Institute were posted on the DC STEM Network and OSSE's LearnDC website as resources for both school-based environmental literacy implementation plans and Next Generation Science Standards<sup>15</sup>.

In fiscal year 2016-2017, OSSE awarded over \$326,000 in grants to nine nonprofit organizations to support the efforts of the Environmental Literacy Leadership Cadre (the cadre). More information about the cadre can be found in the later section "Suitable Methods to Increase Environmental Literacy."

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<sup>15</sup> <http://learndc.org/page/meeting-next-generation-science-standards-through-environmental-literacy>

- The Environmental Literacy Advancement grant program was created to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health for elementary schools represented in the cadre. Grantees are required to provide quality environmental education programs to a minimum of one entire grade level at cadre schools in support of the school-based environmental literacy program. Environmental Literacy Advancement grants were awarded to the following organizations:
  - FoodPrints, a program of FRESHFarm Markets, partners with Washington Youth Garden to work with pre-Kindergarten 4, Kindergarten, and grade 1, to provide educational experiences related to food, gardening, and more.
  - Audubon Naturalist Society allows teachers to create a unit of three lessons on “Garbology” – the science of garbage – for grade 2 students, as well as provide support for enhancing best practices in school management of its waste and recycling program
  - EcoRise Youth Innovations provides on-line resources for grade 3 students to complete sustainability challenges, in addition to funding for student projects.
  - Anacostia Watershed Society partners with Chesapeake Bay Foundation and Living Classrooms to provide an on-the-water experience (boat) for grade 4 in the cadre schools. Additionally, Anacostia Watershed Society will provide the shad (fish hatching) program for nine schools.
  - Two DC Environmental Education Consortium members, Clean Air Partners and Casey Trees, collaborate to provide “Cleaner Air, Tree by Tree,” a unit for grade 5 students to collect data on air pollution and tree benefits to conduct an inquiry-based investigation on or near school grounds.

OSSE also piloted an initiative to provide bus transportation assistance to help schools meet the costs of engaging students in environmental field experiences. Twenty schools brought students to locations in and around the District, such as the Washington Youth Garden, Montgomery County Recycling Center, Smithsonian Environmental Research Center, and Kenilworth Aquatic Gardens, among others.

## Section 3: State of Environmental Education: Environmental Literacy Plan

Pursuant to the Healthy Schools Act, DC Official Code § 38–825.02, OSSE’s Environmental Literacy Program shall coordinate the efforts of DOEE, DCPS, PCSB, SBOE, UDC, DPR, DGS and DOES to triennially develop an environmental literacy plan for public schools, public charter schools, and participating private schools that includes, at minimum:

- (1) Relevant teaching and learning standards adopted by the State Board of Education;
- (2) Professional development opportunities for teachers;
- (3) Suitable metrics to measure environmental literacy;
- (4) Suitable methods to increase environmental literacy;
- (5) Governmental and nongovernmental entities that can assist schools in the achievement of these goals; and
- (6) A proposed implementation method for the plan.

These components are consistent with the requirements described in the North American Association for Environmental Education (NAAEE)’s guidance document, *Developing a State Environmental Literacy Plan* (NAAEE, 2008).

However, as discussed above, the call for an ELP in the Sustainable DC Omnibus Amendment Act of 2014 was not the District’s first ELP. The District’s first ELP was submitted to the Council on July 2, 2012. The 2012 ELP, described further below, lays foundation for district-wide integration of environmental education into the K to 12 curriculum which includes the development of academic standards and the measurement of student achievement with regards to environmental literacy.

### The District’s 2012 State Environmental Literacy Plan

The DC ELP outlines the following objectives and goals for reaching them:

1. Integrate environmental literacy concepts into the K to 12 curriculum
  - a. Align environmental literacy concepts with current standards
  - b. Engage every student in at least one Meaningful Outdoor Educational Experience at each grade level
  - c. Provide downloadable materials and on-line access to environmental literacy resources



- d. Create a strategy for integrating environmental literacy into Next Generation Science Standards roll-out to schools
- 2. Increase and improve environmental education and training for all stakeholders
  - a. Prepare pre-service and in-service teachers to be able to teach environmental education and foster environmental literacy
  - b. Provide workshops and training for environmental education professionals
  - c. Develop communities of practice to foster dialogue and capacity for environmental literacy
- 3. Integrate environmental literacy into the secondary school experience
  - a. Increase the number of high school students enrolled in an environmental science course
  - b. Ensure that environmental literacy and meaningful outdoor educational experiences are discussed and addressed during revisions of the science graduation requirements
  - c. Increase participation in environmental service-learning as part of the community service graduation requirement
- 4. Create meaningful measures of student environmental literacy
  - a. Collect baseline information of student performance in environmental literacy concepts within current science standards
  - b. Create environmental literacy assessment opportunities that are not test-driven
  - c. Incorporate environmental literacy into future student assessment tools
- 5. Maximize school facilities and grounds to create learning opportunities for all students
  - a. School facilities support environmental concepts and practices
  - b. Create and maintain outdoor schoolyard spaces to encourage and support outdoor learning experiences
  - c. Encourage schools to apply to the U.S. Green Ribbon Schools program
- 6. Encourage collaboration and engagement across all sectors involved in implementation
  - a. Cultivate and foster the knowledge and awareness necessary for the development and implementation of the DC ELP at LEAs
  - b. Individual LEAs develop an Environmental Literacy Scope of Work and Implementation Plan
  - c. Each District agency demonstrates commitment and ownership of an Environmental Literacy Scope of Work and Implementation Plan
  - d. Create state infrastructure for implementation of the DC ELP

### *Results: Implementation of the 2012 DC Environmental Literacy Plan*

From 2012 to 2014, DOEE tracked progress on action items within the 2012 ELP. Since May 2015, OSSE has assumed the leadership role in implementation of the ELP and began to track progress. Below are updates on the plan action items from 2015-16.

### *Relevant Teaching and Learning Standards Adopted by the State Board of Education*

The ELP continues to serve as a robust mechanism through which Next Generation Science Standards implementation in District schools are advanced.

The Environmental Literacy Framework is a guide for schools that identifies the knowledge and skills District students need to become environmentally literate and is aligned with the Next Generation Science Standards (NGSS) Performance Expectations (the framework).<sup>16</sup> Schools in the Environmental Literacy Leadership Cadre used the framework as guidance to develop school-based environmental literacy implementation plans. The cadre teachers also used the framework to create Environmental Literacy Guides for Educators of Pre-Kindergarten to Grade 5 students. These guides include correlations with NGSS and the College, Career, and Civics (C3) Framework for social studies state standards, and provide example activities that can take place in the classroom, on school grounds, nearby, or in the field. The Environmental Literacy Guides for Pre-Kindergarten through Grade 5 Educators (Attachment 21) is available on the OSSE website at:

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Environmental%20Literacy%20Guides.pdf>

The Department of General Services has worked with District teachers to develop lessons to support the Creative Curriculum Recycling Unit<sup>17</sup> and DGS' Recycle Right competitions<sup>18</sup>.

These resources help address the concern that NGSS implementation contains local and relevant content that resonates with students. DOEE, OSSE, DCPS, and the DC Environmental Education Consortium also collaborate closely to address this issue, the results of which are further discussed in

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<sup>16</sup> The Environmental Literacy Framework can be found on OSSE's web site: <http://osse.dc.gov/node/1113327>

<sup>17</sup> Creative Curriculum Recycling Unit: <https://dgs.dc.gov/sites/default/files/dc/sites/dgs/publication/attachments/Resources%20for%20Creative%20Curriculum%20Recycling%20Unit.pdf>

<sup>18</sup> Recycle Right Competition Curriculum: <https://dgs.dc.gov/publication/recycle-right-competition-curriculum-linked-lesson-plans>

the sections below.

## Professional Development and Opportunities

### *Professional development opportunities for teachers*

- 2016 Health and Wellness Symposium (OSSE): OSSE conducted a Project Learning Tree workshop for over 100 early childhood educators, which provided an introduction to learning about the outdoors, engaging in nature-based play, and ideas for integrating movement into the classroom.
- LEA Institute (OSSE): With the DC Environmental Education Consortium (DCEEC), OSSE co-presented a workshop, “Real World Contexts for STEM: Integrating the Environment into your Classroom,” which covered how NGSS contain a major content focus on science related to the environment — energy, nature, climate, sustainability, and the earth. DCEEC modeled activities for collecting air quality data on school grounds with students.
- Environmental Literacy Summer Cadre for High School Teachers: DCEEC worked intensively with six high school teachers to develop high quality, locally relevant environmental science lesson plans anchored in the DCPS high school environmental science scope and sequence course document and aligned with NGSS. Each lesson plan will have 3-5 investigations including a meaningful, inquiry-based, locally relevant field experience, career profile, and an action component. These resources will be posted on OSSE’s website in fall 2017.
- Science Professional Development Days: During school year 2016-17, professional development for DCPS science teachers occurred on half days and emphasized instructional practice within a science disciplinary context (for example, teachers of middle school earth science met together in a cohort for the entire year). Next school year, DCPS will continue to use the cohort model, and will offer sessions dedicated to social and emotional learning and instructional practice within the disciplinary context, and also professional development will include choice sessions led by teachers, external partners, and curriculum providers. DCPS continues to encourage teaching Cornerstone units, which may include environmental content and concepts.
- School Gardens Program: OSSE’s School Gardens Program offers introductory training and seasonal training opportunities throughout the school year that are open to teachers or other stakeholders interested in school gardens. In the newest school garden grant cycle, the 29 schools that received the grant in 2016 are required to designate one grade level at the school to receive a garden-based (MWEE). This provides a collaborative approach to reaching the objectives of the Chesapeake Bay Agreement through OSSE’s school garden and environmental literacy programs (for more information on this program, see Section A of the 2017 Farm-to-

School and School Garden Report).

- Climate Change Filmmaking Project: DC Environmental Education Consortium organized and hosted the third Climate Change Filmmaking Project in conjunction with the Climate Urban System Partnership. Eleven teachers from eight public schools in the District worked with 115 students to explore climate change through the lens of film and media arts. Students created one-minute films that simultaneously explored the local impact of climate change and careers in environmental communications. In May 2017, 28 short films were screened at the National Geographic Society.

### *Opportunities for Non-Formal Educators*

Several collaborations provided professional development for non-formal educators who work with District youth, including the following:

- Environmental Literacy and Next Generation Science Standards Training: OSSE and the Center for Inspired Teaching worked with non-formal educators to develop an understanding and comfort for working with the NGSS to improve current programming to better align with NGSS in an effort to strengthen quality of student and teacher experiences.
- Energizing Student Potential: DCPS started an initiative to train school librarians and media specialists in the National Energy Education Development (NEED) curriculum. Eighteen DCPS schools participated in a range of energy activities, such as conducting school energy audits with PEPCO staff.

### *Measuring and Increasing Environmental Literacy Progress*

#### *Measuring progress in environmental literacy*

In the District, science is tested in grades 5, 8, and high school biology. The District led the nation in field testing a new science assessment aligned to the NGSS in the 2014-2015 school year, including questions that align with the Environmental Literacy Framework. In September 2015, OSSE released a booklet of sample items to provide administrators, educators, parents, and students an initial look at the types of test questions that will appear in the Next Generation Science Assessment. The fifth grade sample items are set in the context of a school garden and the biology sample items are set in the context of students going for a run in Rock Creek Park. In the 2015-2016 school year, District students took the Next Generation Science Assessment. For every grade level tested, the NGSS Performance Expectations for life science and earth science have environment-focused items. Results will be released in fall 2017.

Although assessments can be used to formally measure student progress with respect to environmental literacy education, many opportunities also exist for students to demonstrate their environmental knowledge through participation in school-based activities. Integrating environmental investigations into school curriculum or participating in school-wide environmental events allow students to demonstrate an understanding of environmental concepts and environmentally responsible behaviors. Many efforts have been made to create meaningful measures of student environmental literacy that are not test-driven. These include the following:

- High school Environment Award presented by DC Environmental Education Consortium at the DC STEM Fair
- Anacostia Environmental Youth Summit, organized by DOEE, DC Environmental Education Consortium, Earth Force, and other environmental non-profits, which includes events that showcase student investigations and action projects
- Environmental Writing Awards Contest organized by DOEE in partnership with the U.S. Department of Justice
- School recognition in DGS' DCPS Recycles! Honor Roll
- School participation in Growing Healthy Schools Month

#### *Suitable methods to increase environmental literacy*

A number of District agencies and environmental non-profit organizations have been involved in providing environmental literacy programming, developing methods to integrate environmental literacy into the curriculum, and providing professional development for teachers and others offering environmental education in schools. Some of these efforts are described below.

Environmental Literacy Leadership Cadre: In 2016, OSSE established its first Environmental Literacy Leadership Cadre. During school year 2016-2017, OSSE continued working with 19 teachers representing 15 schools to develop and implement a school-based environmental literacy program (Figure K). Cadre members each have a mentor and the whole group met monthly. Cadre members presented the results of implementing programs at their schools at the first Environmental Literacy Showcase. At the end of the school year, each cadre member created a sustainability plan to begin the process of determining how to maintain environmental literacy initiatives at the school in the future.

**Figure K: Schools Represented in the 2016-2017 Environmental Literacy Leadership Cadre**

School Name	Ward
Capital City Public Charter School	4
HD Cooke Elementary	1
Kimball Elementary	7
KIPP DC – Heights Academy	8
Langdon Elementary	5
Ludlow-Taylor Elementary	6
Malcolm X Elementary	8
Maury Elementary	6
Mundo Verde Public Charter School	5
Peabody Elementary	6
School within a School @ Goding	6
Seaton Elementary	6
Tyler Elementary	6
Van Ness Elementary	6
Watkins Elementary	6
Janney Elementary (mentor school)	3
Washington Yu Ying Public Charter School (mentor school)	5

The 2016 Environmental Literacy Leadership Cadre Snapshots (Attachment 20) are available on the OSSE website at:

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/2016%20Environmental%20Literacy%20Snapshots%20Booklet.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2016%20Environmental%20Literacy%20Snapshots%20Booklet.pdf)

OSSE has successfully recruited 16 new schools and four mentors to participate in the second cohort of the cadre, which will begin in fall 2017.

Overnight Meaningful Watershed Educational Experience (MWEE) for Fifth Grade Students: DOEE partners with three local non-profit organizations (Alice Ferguson Foundation, Living Classrooms of the National Capital Region, and NatureBridge) on the Overnight MWEE Program. The MWEE is a three-day, two-night, overnight field study that engages students in environmental education programming and team-building activities. The concepts addressed in the MWEEs are tied to the NGSS, including characteristics that make up the Earth's systems; food chains and webs in ecosystems; and the interaction between humans and the earth, specifically focusing on ways to protect the environment.

In the 2013-2014 school year, DOEE piloted this program with all fifth grade students from Wards 7 and 8, and expanded the program to serve students in all wards during the 2014-2015 school year. The program has grown from reaching 19 schools in the 2013-2014 school year, 65 schools in the 2015-2016 school year, and 75 schools in 2016-2017. Systemic implementation of a MWEE is a component of the Chesapeake Bay Agreement, which calls for students to engage in at least one meaningful watershed educational experience each in elementary, middle and high school.

Curriculum Integration: DCPS develops Scope and Sequence documents for each grade and subject area. These documents establish consistency of instruction throughout the District - in different grade levels and subject areas - by providing clear guidance on what teachers should teach and when they should teach it. DCPS included environmental literacy resources in the 2015-2016 school year Scope and Sequence documents for science, and will continue to integrate them in future revisions. In the 2016-2017 school year, all DCPS science teachers had access to Discovery Education's Science Techbook, which has NGSS-aligned resources and includes environmental content where applicable. During the 2017-2018 school year, the science department in the DCPS Office of Teaching and Learning will partner DCEEC to develop a curriculum guide for the high school environmental science course that includes resources provided by the various organizations from the DCEEC.

Sustainable Schools: To support the sustainable schools outcome of the Chesapeake Bay Agreement, OSSE and the DC Environmental Education Consortium (DCEEC) convened a series of meetings with “green school” stakeholders to explore the development of a green/health/sustainable school certification for public schools in the District. The group conducted background research on current practices in areas such as transportation, energy, school food, and schoolyard habitats. DCEEC is drafting a white paper on behalf of the group for OSSE leadership to consider in fall 2017.

DCPS includes sustainability metrics on its school profiles<sup>19</sup>. Currently, each school webpage includes its Energy Star Rating, Sprint to Savings Energy Challenge Score, LEED level, and whether it is on the DCPS Recycles! Honor Roll.

*Governmental and nongovernmental entities that can assist schools in the achievement of these goals*

The 2012 ELP included an appendix that lists organizations with environmental literacy resources for schools. Creating access to this information has been important to spread the word about environmental education opportunities in the District. Other tools available to connect schools to resources include the following:

- DCPS Canvas: OSSE and other DC Environmental Education Consortium members provided DCPS with web links to environmental curricula, student programs, and web sites, which is posted in the science section of Canvas under the tab, “Other Curricular Resources on the Web.”
- Resource Directory: DC Environmental Education Consortium’s Environmental Literacy Resource Directory also references relevant sustainability initiatives. It was disseminated with the draft environmental literacy framework and is posted on OSSE’s web site.<sup>20</sup> This directory will be revised with updated information in the 2017 ELP.
- DC Teachers Night: Launched by the DC Environmental Education Consortium in 2008, this annual event hosted at the U.S. Botanic Garden features approximately 40 environmental organization exhibitors who present environmental hands-on activities, lesson plans, and resources for teachers to bring back to their classrooms. Information is also exchanged regarding classroom visits, student and teacher field experiences, and professional development opportunities. This event has grown from 100 teachers pre-registering to attend in 2008 to almost 400 teachers pre-registering to attend in 2016.

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<sup>19</sup> DCPS School Profiles: <http://profiles.dcps.dc.gov/>

<sup>20</sup> <http://osse.dc.gov/node/1113332>



### *A proposed implementation method for the plan*

The ELP serves as a vehicle to navigate through local priorities, regional commitments, and national efforts. By viewing these initiatives through the lens of environmental literacy, many stakeholders have collaborated to foster environmental literacy integration in District schools. Below are descriptions of District agency commitments.

- Implementation of the ELP was integrated into DOEE's Performance Plans in FY14 and FY15. Actions are being executed through DOEE's Watershed Protection Division education programs and the summer youth Green Zone Environmental Program.
- Released in March 2014, DPR's master plan, PlayDC, includes "be green" principles and includes the goal of being a leading provider for youth and support for adults and seniors. Most residents throughout the District's wards expressed desire for DPR to be a leading provider of nature programming.
- One of the ultimate goals of UDC's College of Agriculture, Urban Sustainability, and Environmental Sciences is to increase agriculture literacy for teachers and students in grades pre-K through 12. Implementation of the ELP has been incorporated into this goal and supporting activities.

### *The District's 2017 State Environmental Literacy Plan*

In July 2016, OSSE began collaborating with District agencies to draft the first update for the DC Environmental Literacy Plan, which was posted online in September 2017. The updated plan builds upon progress that has been made in the five years since the first plan was written, and continues to collaborate across agencies to promote quality environmental education programs for students. The 2017 DC Environmental Literacy Plan acknowledges changes that have occurred in the educational landscape, such as new science, health, and physical education standards, as well as new agencies that are collaborators in the process, such as the Department of General Services and the Department of Employment Services. OSSE will continue to coordinate plan implementation on the updated goals, objectives, and action items.

## *Section 4: Plans for Expansion*

During the 2017-2018 school year, OSSE's Environmental Literacy Program plans to:

- Begin working toward implementation of new action items described in the 2017 Environmental

Literacy Plan;

- Strengthen connections between environmental literacy and health education, aligning programs with the Center for Disease Control and Prevention’s Whole School, Whole Child, Whole Community model;
- Conduct a survey to determine the extent environmental education initiatives are taking place in the District. This survey will include interviews with school administrators and environmental education program providers and provide the baseline data on the location and types of environmental education programs taking place in public schools, public charter schools, and participating private schools;
- Develop a comprehensive tracking system for collecting data on environmental education programs in schools;
- Explore and develop new innovative partnerships that will support existing environmental education programs and the establishment of new school programs;
- Collaborate with DC Environmental Education Consortium and its member organizations to develop and increase environmental education activities, as well as to support DCPS and charter schools in taking advantage of these types of educational activities;
- Determine the best methods to evaluate changes in student and teacher environmental literacy and establish metrics to track improvement; and
- Further collaborate with OSSE’s STEM and Early Learning initiatives to increase scope and depth of environmental education programs.

## Section 5: Environmental Education Report Conclusion

As the District moves forward with environmental literacy in conjunction with District-wide initiatives targeting student health and sustainability, OSSE will continue to develop, implement, and support the new Environmental Literacy Program authorized by the Healthy Schools Act. With other District agencies, non-profit partners, and stakeholders, OSSE will support the shared commitment to environmental literacy, education for sustainability, and children’s health.

Part A: Farm-to-School and School Gardens Program Report  
ATTACHMENTS

## Locally Grown and Unprocessed Food Item Tracking Log

School Name:

[illegible]

ATTACHMENT 2  
Farm Field Trip Grant Awardees, School Year 2016-2017

School Name	Type	Ward	Farm	Award Amount
Columbia Heights EC	DCPS	1	Firebird Research Farm	\$1,500
Capital City PCS	PCS	4	Rocklands Farm	\$1,500
JO Wilson ES	DCPS	6	Washington Youth Garden	\$1,500
King ES	DCPS	8	Hard Bargain	\$1,500
Houston ES	DCPS	7	Washington Youth Garden	\$1,500
Malcom X ES	DCPS	8	Montpelier Farm	\$1,500
Eliot Hine MS – 6th Grade	DCPS	6	Hard Bargain	\$1,500
Eliot Hine MS – 7th Grade	DCPS	6	Hard Bargain	\$1,500
School Within a School	DCPS	6	Arcadia Center for Sustainable Agriculture	\$1,500
Friendship PCS - Woodridge	PCS	5	Washington Youth Garden	\$1,500
IDEA PCS	PCS	7	Calleva	\$1,500
SEED PCS	PCS	7	Calleva	\$1,500
Payne ES	DCPS	6	Hard Bargain	\$1,500

ATTACHMENT 3  
FoodCorps Service Sites and School Sites, School Year 2016-2017

School Name	Service Site (if different from school)
Kimball ES	FreshFarm
Ludlow Taylor ES	
Simon ES	
Tyler ES	
Center City PCS - Trinidad Campus	Washington Youth Garden
Friendship PCS - Woodridge Campus	
KIPP PCS - Webb Campus	
Burroughs ES	
DC Bilingual PCS	
Democracy Prep PCS	
Leckie ES	
Marie Reed ES	
Mundo Verde PCS	

ATTACHMENT 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) 262-0895

ATTACHMENT 5  
Choose What's in Season Poster





ATTACHMENT 6  
 Growing Healthy Schools Month Registration by School,  
 School Year 2016-2017

School Name
Aiton Elementary School
Anacostia Senior High School
Anne Beers Elementary School
AppleTree Early Learning PCS
Ballou High School
Bancroft Elementary School
Banneker High School
Barnard Elementary School
Brookland Middle School
Bruce-Monroe Elementary School @ Park View
C.W. Harris Elementary School
Capital City Public Charter School
Capitol Hill Montessori @ Logan
Cardozo Education Campus
Center City PCS - Capitol Hill Campus
Center City PCS- Brightwood Campus

Center City PCS- Trinidad Campus
Creative Minds International PCS
Daniel Payne Elementary
DC Bilingual Public Charter School
Deal Middle School
Democracy Prep Charter School
Dorothy Height Elementary School
Drew Elementary School
Excel Academy PCS
Friendship PCS-Blow Pierce
Friendship PCS-Technology Preparatory Academy
Garfield Elementary School
Garrison Elementary School
HD Cooke Elementary School
Hendley Elementary School
Houston Elementary
Inspired Teaching PCS
J.O. Wilson Elementary School
Janney Elementary
John Burroughs Elementary School

John Eaton Elementary School
John Hayden Johnson Middle School
Ketcham Elementary School
Key Elementary School
Kimball Elementary
KIPP DC- Heights Academy
Kramer Middle School
Lafayette Elementary School
Langley Elementary School
Leckie Elementary School
Ludlow-Taylor Elementary School
Macfarland Middle School
Marie Reed Elementary School
Maya Angelou PCS
McKinley Middle School
Mundo Verde PCS
Murch Elementary School
Neval Thomas Elementary School
Noyes Education Campus
Paul PCS- Middle School

Peabody Elementary School
Phelps A.C.E. High School
Plummer Elementary School
Randle Highlands Elementary School
River Terrace Education Campus
Roosevelt High School
Savoy Elementary School
School Without Walls@ Francis Stevens
School-Within-School @Goding
Seaton Elementary School
Simon Elementary School
Smothers Elementary School
Stoddert Elementary School
Stuart Hobson Middle School
The Children's Guild of Washington PCS
Thomson Elementary School
Thurgood Marshall Academy PCS
Tyler Elementary School
Van Ness Elementary School
Washington Yu Ying PCS

West Education Campus
Whittier Education Campus
Wilson High School
Youth Service Center

ATTACHMENT 7  
School Garden and Farm-to-School Advisory Committee Members,  
School Year 2016-2017

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
Jenella Arter	Student (Banneker HS)
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	DC Greens

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	DC Bilingual
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 Helgersen	FoodPrints
Rebecca Lemos	City Blossoms
Rebecca Newman	District of Columbia Public Schools
Sandra Farber	University of the District of Columbia
Sarah Holway	DC Greens

Shannon Foster	Teacher
Susan Boyd	Concern International
Tara McNerny	Mundo Verde PCS
Marjorie Share	Creative Solutions
Sally Parker	DCPS
Kelsey Weisgerber	Mundo Verde PCS



ATTACHMENT 8  
Active School Garden List (by Ward),  
School Year 2016-2017

School Name	Ward	New Garden
Bancroft Elementary School	1	
Bruce-Monroe Elementary School @ Park View	1	
Cardozo Education Campus	1	
Cleveland Elementary School	1	
Columbia Heights Education Campus	1	
E L Haynes PCS - Middle School	1	
H.D. Cooke Elementary School	1	
LAYC Career Academy PCS	1	1
Marie Reed Elementary School	1	
Sela PCS	1	
Tubman Elementary School	1	
Washington Metropolitan HS	1	1
Community Academy PCS - Butler Bilingual Campus	2	
Garrison Elementary School	2	
Hardy Middle School	2	
Mundo Verde Bilingual PCS	2	

School Without Walls at Francis Stevens	2	
School Without Walls HS	2	1
The British School of Washington*	2	
Thomson ES	2	
Community Preschool of the Palisades*	3	
Eaton Elementary School	3	
Georgetown Day*	3	
Hearst ES	3	1
Janney Elementary School	3	
Key Elementary School	3	
Mann Elementary School	3	
Maret School*	3	
Oyster-Adams Bilingual School	3	
Sidwell Friends*	3	
St. Columba's Nursery School*	3	
Stoddert Elementary School	3	
Washington International School*	3	
Wilson High School	3	
Barnard Elementary School	4	
Bridges PCS- Secondary	4	

Brightwood Education Campus	4	
Capital City PCS - High School	4	
Capital City PCS - Lower School	4	
Capital City PCS - Middle School	4	
Center City PCS- Petworth Campus	4	1
DC Bilingual PCS	4	
E.L. Haynes PCS Kansas Avenue - Elementary School	4	
Kingsbury Day School*	4	
Lafayette Elementary School	4	
Latin American Montessori Bilingual (LAMB) PCS	4	
Lowell School*	4	
Roots PCS	4	
Washington Latin PCS - Middle	4	
Washington Latin PCS - Upper	4	
West Education Campus	4	
Whittier EC	4	1
Burroughs Education Campus	5	
Center City PCS-Trinidad Campus	5	
Creative Minds International PCS	5	
DC Prep PCS- Edgewood Elementary	5	

DC Prep PCS- Edgewood Middle	5	1
EW Stokes PCS Community Freedom	5	
Friendship PCS - Woodridge Elementary	5	
Friendship PCS - Woodridge Middle	5	
Harmony DC PCS- School of Excellence	5	1
Inspired Teaching Demonstration PCS	5	1
KIPP DC PCS Connect Academy	5	
KIPP DC PCS Northeast Academy	5	
KIPP DC PCS Spring Academy	5	
Langdon Education Campus	5	
Langley Education Campus	5	
Mary McLeod Bethune Day Academy PCS - Slowe Campus	5	
Shining Stars Montessori Academy PCS	5	1
Washington Yu Ying PCS	5	
Amidon Bowen ES	6	
Capitol Hill Montessori @ Logan	6	
Eastern High School	6	
J.O. Wilson Elementary School	6	
Jefferson MS	6	
Kingsman Academy	6	

KIPP DC PCS Lead Academy	6	1
Ludlow-Taylor Elementary School	6	
Miner Elementary School	6	
Peabody Elementary School	6	
School Within School at Goding	6	
Seaton Elementary School	6	
St. Peter's Interparish*	6	
Two Rivers PCS 4th Street Elementary	6	
Two Rivers PCS 4th St Middle	6	
Tyler Elementary School	6	
Walker-Jones Education Campus	6	
Van Ness	6	1
Watkins Elementary School	6	
Beers Elementary School	7	
Burrville Elementary School	7	
C.W. Harris Elementary School	7	
DC Preparatory Benning Elementary Campus	7	
DC Preparatory Benning Middle Campus	7	
Drew Elementary School	7	1
DuPont Park School	7	1

Friendship PCS - Blow Pierce Elementary	7	
Friendship PCS - Blow Pierce Middle	7	
Houston Elementary School	7	
IDEA PCS	7	1
Kimball Elementary School	7	
Maya Angelou PCS-Evans High School	7	1
Randle Highlands Elementary School	7	
River Terrace Education Center	7	
SEED PCS	7	
Smothers Elementary School	7	
Sousa Middle School	7	
St. Coletta Special Education PCS	7	
Stanton ES	7	1
Anacostia High School	8	1
Cedar Tree Academy PCS	8	
DC Preparatory Academy PCS Anacostia Elementary	8	1
Democracy Prep PCS-Congress Heights	8	
Eagle Academy PCS Congress Heights	8	
Excel Academy PCS	8	
Friendship PCS - Tech Prep Middle School	8	

Friendship PCS - Tech Prep High School	8	
Hart MS	8	1
Hendley Elementary School	8	
Ketcham Elementary School	8	
King, M.L. ES	8	1
KIPP DC PCS AIM Academy	8	
KIPP DC PCS Heights Academy	8	
Leckie Elementary School	8	
Malcolm X Elementary School	8	
Orr Elementary School	8	
Simon Elementary School	8	
Thurgood Marshall Academy PCS	8	
Turner Elementary School	8	

\* District Private School

ATTACHMENT 9  
2016 School Garden Grant Recipients by School

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

## Part B: Health and Physical Education Report ATTACHMENTS

ATTACHMENT 10  
DC Physical and Health Education Grantees by School

School	School Type	Ward	Project Summary	Award Amount
Achievement Prep Public Charter School	PCS	8	Grant funds will be used to hire an additional physical education teacher and purchase equipment.	\$100,000
Bridges Public Charter School	PCS	4	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	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	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	Grant funds will support a school-wide wellness initiative which includes additional physical education and health education.	\$100,000
Mundo Verde Public Charter School	PCS	5	Grant funds will be used to create a robust wellness program that allows all students to receive the required amount of physical education and health education.	\$100,000

ATTACHMENT 11  
DC Physical Activity for Youth Grants  
School Year 2016-2017

School	Type	Ward	Project	Award Amount
Aiton Elementary School	DCPS	7	Grant fund will support the implementation healthy living programming	\$10,000
Amidon-Bowen Elementary School	DCPS	6	Grant finds will support fitness equipment.	\$10,000
Ballou High School	DCPS	8	Grant funds will support the implementation of a goal-oriented running program and a social emotional learning curriculum.	\$10,000
Bruce-Monroe Elementary School	DCPS	1	Grant funds will support the purchase of fitness equipment and the salary of a physical education teacher.	\$10,000
Bridges Public Charter School	PCS	4	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	Grant funds will support after school sports programming for middle school students.	\$9,999
Cardozo Education Campus	DCPS	1	Grant funds will support the implementation of a goal-oriented running program and a social emotional learning curriculum.	\$10,000
Charles Hart Elementary	DCPS	5	Grant funds will support the purchase of fitness equipment and the salary of a physical education teacher.	\$10,000
Chavez Prep Middle School	PCS	1	Grant funds will support yoga and Zumba programming for students.	\$10,000

Creative Minds International Public Charter School	PCS	4	Grant funds will support the salary of a full-time physical education teacher.	\$10,000
DC Scholars Public Charter School	PCS	7	Grant funds will support daily, after school physical fitness for students, as well as health, nutrition, leadership, and healthy cooking classes.	\$10,000
District of Columbia International School	PCS	1	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
Early Childhood Academy Public Charter Schools	PCS	8	Grant funds will support the purchase of physical activity equipment and the implementation of yoga classes.	\$10,000
H.D. Cooke Elementary School	DCPS	1	Grant funds will support the purchase of fitness equipment and the salary of a physical education teacher.	\$10,000
Inspired Teaching Public Charter School	PCS	5	Grant funds will support yoga and Zumba programming for students	\$9,975
Jefferson Middle School	DCPS	6	Grant funds will support the implementation of a goal-oriented running program and a social	\$10,000
Johnson Middle School	DCPS	8	Grant funds will support the implementation of a goal-oriented running program and a social emotional learning curriculum.	\$10,000
KIPP DC Public Charter School – Quest Academy	PCS	7	Grant funds will support CityDance programming.	\$4,800
Leckie Elementary School	DCPS	8	Grant funds will support a total wellness curriculum through skating, stretching, agility, and coordination.	\$10,000

Lee Montessori Public Charter School	PCS	5	Grant funds will support the implementation of a goal-orientation running program and a social	\$10,000
Luke C. Moore High School	DCPS	5	Grant funds will support an arts residency that provides weekly dance	\$10,000
Maya Angelou Public Charter School	DCPS	7	Grant funds will support daily, after school physical fitness for students, as well as health, nutrition, leadership, and healthy cooking classes.	\$10,000
MacFarland Middle School	DCPS	4	Grant funds will support a total wellness curriculum through skating, stretching, agility, and coordination	\$10,000
Neval Thomas Elementary School	DCPS	7	Grant funds will support soccer and poetry programming.	\$10,000
Paul Public Charter School	PCS	4	Grant funds will support yoga and Zumba programming for students.	\$10,000
Plummer Elementary School	DCPS	7	Grant funds will support summer sports camps and after school athletic programs.	\$10,000
River Terrace Elementary School	DCPS	7	Grant funds will support an intensive arts residency that provides weekly dance programming for students.	\$10,000
Shining Stars Montessori Public Charter Schools	PCS	4	Grant funds will support summer sports camps and after school athletic programs	\$10,000
Smothers Elementary School	DCPS	7	Grant funds will support an arts residency that provides weekly dance programming to students.	\$10,000
Stoddert Elementary School	DCPS	3	Grant funds will support the purchase of physical activity equipment, cover bus transportation costs for field trips, and support the	\$9,150

			implementation of Dancing Classrooms programming.	
Stuart-Hobson Middle School	DCPS	6	Grant funds will support a total wellness curriculum through skating.	\$10,000
Turner Elementary School	DCPS	8	Grant funds will support soccer and poetry programming.	\$10,000
Two Rivers Public Charter	PCS	5	Grants funds will be used to support a Wellness Wednesday program.	\$10,000
Washington Global Public Charter	PCS	6	Grant funds will support physical activity programming during lunch periods.	\$4882
Wilson High School	DCPS	3	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.	\$9,212

## ATTACHMENT 12

### 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 13

### Preliminary 2017 Youth Risk Behavior Response Rate Data\*\*

LEAs Combined - All Schools										
	Number Eligible Schools	Number Schools Participating	Number School Refusals	Max School Participation Rate	Number Admins Completed	Percent of Completed Admins	Number Students Enrolled	Number Completed Answer Sheets	Student Response Rate	Current Overall Response Rate*
	104	91	13	87.5%	91	100%	23782	18418	77.4%	67.8%
<b>TOTALS</b>	<b>104</b>	<b>91</b>	<b>13</b>	<b>87.5%</b>	<b>91</b>	<b>100%</b>	<b>23782</b>	<b>18418</b>	<b>77.4%</b>	<b>67.8%</b>
LEAs Combined – High School										
	Number Eligible HS	Number Schools Participating	Number School Refusals	Max School Participation Rate	Number Admins Completed	Percent of Completed Admins	Number Students Enrolled	Number Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	37	34	3	91.9%	34	100%	12918	9246	71.5%	65.7%
<b>TOTALS</b>	<b>37</b>	<b>34</b>	<b>3</b>	<b>91.9%</b>	<b>34</b>	<b>100%</b>	<b>12918</b>	<b>9246</b>	<b>71.5%</b>	<b>65.7%</b>
LEAs Combined – Middle School										
	Number Eligible MS	# Schools Participating	Number School Refusals	Max School Participation Rate	Number Admins Completed	Percent of Completed Admins	Number Students Enrolled	Number Completed Answer Sheets	Student Response Rate	Current Overall Response Rate
	67	57	10	85.1%	57	100%	10854	9172	84.5%	71.9%
<b>TOTALS</b>	<b>67</b>	<b>57</b>	<b>10</b>	<b>85.1%</b>	<b>57</b>	<b>100%</b>	<b>10854</b>	<b>9172</b>	<b>84.5%</b>	<b>71.9%</b>
*The current overall response rate is calculated by multiplying the max school participation rate and student response rate										
**2017 YRBS response rates are preliminary and will be confirmed by CDC in October 2017										

ATTACHMENT 14  
Local Wellness Policy Template School Years 2016-2019

**This Local Wellness Policy (LWP) template meets the minimum District and federal standards for LWP implementation under the DC Healthy Schools Act, the final rule of the Healthy, Hunger-Free Kids Act of 2010, and minimum best practice standards accepted in the education and public health fields. The template is largely modeled on the Bronze Level Award Criteria of the Alliance for a Healthier Generation, Healthy Schools Program.**

This template is intended to offer an outline for a Local Education Agency's (LEA's) approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing distractions. Specifically, this template is intended to offer an outline for an LEA to establish goals and procedures that ensure:

- students in the school have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus/day – in accordance with federal and state nutrition standards;
- students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- students have opportunities to be physically active before, during and after school;
- schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- school staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- the community is engaged in supporting the work of the LEA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- the LEA establishes and maintains an infrastructure for management, oversight, implementation, evaluation, and communication about the policy and its established goals and objectives.

This template is intended to offer an outline for an LEA's policy that would apply to all its students, staff and schools. Specific measureable goals and outcomes are identified within each section below. **LEAs should include additional language or modify this template, where appropriate, so that it accurately reflects their needs (e.g., removing references to grades not served by the LEA).** Additionally, please also note that this Local Wellness Policy template contemplates an LEA-level Local Wellness Committee. LEAs intending to have school-level Local Wellness Committees should amend that section accordingly.

[Insert your LEA NAME]

### **Local Wellness Policy**

**SY 2016 - 2019**

This Local Wellness Policy (LWP) outlines the LEA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the [LEA NAME]. Specific measureable goals and outcomes are identified within each section below.

#### **Local Wellness Committee**

##### **Committee Role and Membership**

[LEA NAME] will establish a Local Wellness Committee that meets at least two times per year to develop goals for and oversee implementation of school health and safety policies/programs, including periodic reviews and updates of this LWP.

The Local Wellness Committee will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists); school administrators (e.g., superintendent, principal, vice principal); school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed).

## Leadership

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

The designated official for oversight is *[Click here to enter text.]*:

Name	Title / Relationship to the School or District	Email address	Role on Committee
Joe Doe	Community Member	<a href="mailto:JoeDoe@community.org">JoeDoe@community.org</a>	Assists in the evaluation of the wellness policy implementation

## Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

### Implementation Plan

All [LEA NAME] schools will develop and maintain an implementation plan for implementing this LWP. This plan will delineate the roles, responsibilities, actions and timelines specific to each school; and include information about who will be responsible to making what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

[LEA NAME] will use a variety of tools (see list below) to complete school-level assessments of implementation of this plan; based on the results; [LEA NAME] will create an action plan, implement the plan, and generate an annual report. [LEA NAME] will retain records to document compliance with the requirements of this LWP at the [LEA NAME]'s main office and with the Office of the State Superintendent of Education.

Documentation maintained in these locations will include but is not be limited to:

- this written LWP;
- documentation demonstrating that the policy has been made available to the public;
- documentation of efforts to review and update the LWP; including an indication of who is involved in the update and methods the LEA uses to make stakeholders aware of their ability to participate on the Local Wellness Committee;
- documentation to demonstrate compliance with the annual public notification requirements;
- the most recent assessment on the implementation of the LWP; and
- assessment documents will be made available to the public.

Each school in the [LEA NAME] will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The school will make this information available via the school website [[http:// \\_\\_\\_\\_\\_](http://_____)] and through [LEA NAME]-wide communications. This will include a summary of the [LEA NAME]'s events or activities related to wellness policy implementation. Annually, the [LEA NAME] also will publicize the name and contact information of the school officials leading and coordinating the Local Wellness Committee, as well as information on how the public can get involved with the Committee.

### **Triennial Progress Assessments**

At least once every three years, [LEA NAME] will conduct a Triennial Progress Assessment and develop a report that reviews each [LEA NAME] schools' compliance with this LWP. This assessment and report will include a full description of the progress made in attaining the goals of [LEA NAME]'s LWP.

The positions/persons responsible for managing the triennial assessment and report is *[List the persons (at least two) responsible here, their title, and their contact information. It is recommended that these individuals be part of the Local Wellness Committee]*.

The above referenced individual will monitor [LEA NAME] schools' compliance with this LWP and develop the triennial progress reports by utilizing, among other tools, the annual LEA self-evaluations described in the above section. [LEA NAME] schools will actively notify households/families of the availability of the triennial progress report.

### **Establishing a Plan to Measure the Impact and Implementation of the Local Wellness Policy**

[LEA NAME] will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

- School Health Index;
- FITNESSGRAM data collection and analysis;
- OSSE Health and Physical Education student assessments;
- DC Healthy Schools Act School Health Profiles;
- Centers for Disease Control and Prevention School Health Profiles;
- Youth Risk Behavior Surveillance System results;
- WellSAT 2.0; and
- USDA triennial administrative review.

### **Revisions and Updating the Local Wellness Policy**

**This LWP will be assessed and updated at least every three years, following the triennial assessment discussed above.** The Local Wellness Committee will update or modify this LWP based on the results of [LEA NAME]'s annual self-assessment, the USDA triennial administrative review, and on other variables, including if/when [LEA NAME]'s health priorities change; the community's health needs change; the wellness goals are met; new health science arises, new technology emerges; and new federal or state guidance/standards are issued.

### **Community Involvement, Outreach and Communications**

All [LEA NAME] schools are committed to being responsive to community input, which begins with awareness of the LWP. All [LEA NAME] schools will actively communicate ways in which representatives of the Local Wellness Committee and others can participate in the development, implementation and periodic review and update of the LWP through a variety of means appropriate for [LEA NAME]. All [LEA NAME] schools also will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. All [LEA NAME] schools

will actively notify the public about the content of or any updates to this LWP annually, at a minimum. All [LEA NAME] schools will also use these mechanisms to inform the community about the availability of the annual and triennial reports. Additionally, [LEA NAME] will disseminate this LWP to parents through posting it in the school office, on the school website, and through any parent-teacher organizations.

### **Nutrition**

All [LEA NAME] schools are committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, lean protein and fat-free or low-fat dairy, that are moderate in sodium, low in saturated fat, have zero grams trans-fat per serving (nutrition label or manufacturer's specification), and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of students, help mitigate childhood obesity, model healthy eating habits to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

[LEA NAME] is committed to offering school meals through the National School Lunch Program (NSLP), School Breakfast Program (SBP), and other supplemental programs, that:

- are accessible to all students;
- are appealing and attractive to students;
- are served in clean and pleasant settings;
- meet or exceed current nutrition requirements established by local and federal statutes and regulations;
- ensure all qualified students will become eligible for free lunch;
- schools will provide at least 30 minutes for students to eat lunch and sufficient time during the lunch period for every student to pass through the service line;
- schools will operate a Universal "Free for All" School Breakfast Program in the cafeteria; and
- promote healthy food and beverage choices by using Smarter Lunchroom techniques, such as the following:



- whole fruit options offered in attractive, accessible settings;
- sliced or cut fruit offered, especially for age-appropriate students;
- alternative entrée options (e.g., salad bar, vegetarian options, etc.) are highlighted on posters or signs within all service and dining areas;
- student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas;
- placing white milk at the front of the coolers; and
- *[Please select from the drop box below any other desired techniques and type items into the document: Choose an item.]*

[LEA NAME] will strive to implement the following Farm-to-School activities:

- *[Please select from the drop box below at least two desired activities and type those items into the document: Choose an item.]*

### **Staff Qualifications and Professional Development**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

### **Water**

To promote hydration, free, potable drinking water will be available to all students throughout the school day and throughout every school campus. [LEA NAME] will make drinking water available where school meals are served during mealtimes. Additionally, [LEA NAME] will also:

- *[Please select at least one item from this dropdown box and type your selection/s directly into the document: Choose an item.]*

### **Competitive Foods and Beverages**

[LEA NAME] is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that

reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools, are available [here](#).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards and the DC Healthy Schools Act 2010.

### **Rewards**

[LEA NAME] schools will not use foods or beverages as rewards, incentives, or prizes for academic performance or good behavior that do not meet the nutritional requirements above.

### **Third-Party Vendors**

[LEA NAME] schools will not permit third-party vendors to sell foods or beverages of any kind to students on school property from midnight on the day school begins to 90 minutes after the school day ends, in accordance with Healthy Schools Act and USDA Smart Snacks Standards.

### **Fundraising**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. [LEA NAME] will make available to parents and teachers a list of healthy fundraising ideas including the following: walk-a-thons, Jump Rope for Heart, and dance-a-thons. Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

### **Food and Beverage Marketing in Schools**

[LEA NAME] is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. [LEA NAME] strives to teach students how to make informed choices about nutrition, health and physical activity. It is [LEA NAME]'s intent to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with this LWP.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage

marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- Displays, such as on vending machine exteriors;
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (note: immediate replacement of these items are not required; however, [LEA NAME] will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy);
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by [LEA NAME];
- Advertisements in school publications or school mailings; and
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As [LEA NAME]'s school nutrition services, athletics department, Parent-Teacher Association (PTA), and Parent-Teacher Organization (PTO) reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this LWP.

### **Nutrition Promotion**

All [LEA NAME] schools will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- implementing 10 or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and

- ensuring 100 percent of foods and beverages promoted to students meet the USDA Smart Snacks nutrition standards. Additional promotion techniques that [LEA NAME] schools may use are available [here](#).

## **Ensuring Quality Nutrition Education, Health Education and Physical Education**

[LEA NAME] aims to provide age-appropriate and culturally sensitive instruction in nutrition, health and physical education that help students develop the knowledge, attitudes, and skills to enjoy healthy eating habits and a physically active lifestyle.

### **Nutrition Education**

[LEA NAME] will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- includes enjoyable, developmentally appropriate, culturally relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm-to-School programs, other school foods and nutrition-related community services;
- teaches media literacy with an emphasis on food and beverage marketing;
- includes nutrition education training for teachers and other staff; and

- *[Please select at least one from the two items in this dropdown box and type your selection/s directly into the document: Choose an item.]*

### **Essential Healthy Eating Topics in Health Education**

[LEA NAME] will include in the health education curriculum the following essential topics on healthy eating:

- *[Please review the options in this dropdown box and select the items that correspond to your health education curriculum: Choose an item. Type your selections directly into the document.]*

### **Health Education**

[LEA NAME] is dedicated to providing formal, structured health education, consisting of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. As such, [LEA NAME] will provide students a comprehensive school health education that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula and instruction should address the DC Health Education Standards and incorporate the characteristics of an effective health education curriculum. [LEA NAME] will provide health education that:

- is offered at least 75 minutes per week at each grade level, K-8, as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is incorporated into classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- incorporates an age-appropriate sequential health education curriculum that is consistent with District and national standards for health education;
- incorporates active learning strategies and activities that students find enjoyable and personally relevant;
- incorporates opportunities for students to practice or rehearse the skills needed to maintain and improve their health;

- incorporates a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity;
- incorporates assignments or projects that encourage students to have interactions with family members and community organizations;
- requires the health instructors to participate at least once a year in professional development in health education; and
- requires professional development for all teachers in classroom management techniques in the past two years.

Additionally, in an effort to ensure reinforcement of health messages that are relevant for students and meet community needs, [LEA NAME] will base its health education program, at least in part, on the results of the Health and Physical Education Assessment and in collaboration with the community. [LEA NAME] will also seek to imbed health education as part of student visits with the school nurse, through posters or public service announcements, and through conversations with family and peers.

### **Improving Environmental Sustainability**

[LEA NAME] will seek to improve its environmental sustainability and engage in sustainable agriculture practices through:

- contracting with food service vendors that utilize locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices;
- school wide recycling programs; and
- *[If your LEA participates in other activities, such as environmental literacy programs, composting, or school gardens, include them here.]*

### **Physical Education and Physical Activity**

[LEA NAME] acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of [LEA NAME] that students engage in the recommended 60 minutes per day of physical activity. Additionally, recognizing that physical education is a crucial and integral part of a child's education, we will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being.

The components of [LEA NAME]'s physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as [state activities the [LEA NAME] provides, such as dance, yoga or the martial arts, as well as, goals to increase physical activity for students to satisfy the Healthy Schools Act requirement].

Students shall be given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, [state activities such as intramurals, interscholastic athletics, and physical activity clubs]. [LEA NAME] will ensure that:

- students in grades K-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education;
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 percent of physical education class time is devoted to actual physical activity;
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is neither required nor withheld as punishment.

#### **Pre-Kindergarten (Pre-K) Physical Activity Recommendations:**

[LEA NAME] Pre-K shall ensure that students receive 90 to 120 minutes of active play daily. These minutes shall consist of a combination of adult-led/structured active play and child-initiated/unstructured active play. [LEA NAME] will seek to offer active play outdoors, weather permitting. [LEA NAME] will ensure that:

- these active play minutes shall be achieved through recess, active transitions (marching, hopping, etc.), and classroom games that involve physical movement;
- recess shall be at least 60 minutes daily and scheduled in more than one block of time (e.g., three 20-minute sessions, two 30-minute sessions);

- as with physical education minutes, OSSE shall report to the mayor, DC Council, and Healthy Youth and School Commission (HYSC) annually regarding compliance with physical activity minutes for pre-K children in public and charter schools;
- these school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.



ATTACHMENT 15  
School Health Profile Form  
2016-2017 School Year

**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 2017-18 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*

Helpful definitions: Nursing refers to registered nurses (RN) or licensed practical nurses (LPN). Allied health professional refers to nursing assistants, medical technicians, or anyone who can support a nurse; it does not refer to related service providers for purposes of special education.

**10. Do you have nursing and/or allied health professional coverage in your school?\***

☐ Yes

☐ No

**10a. Please state the coverage of nursing and/or allied health professional coverage in your school:\***

Nurse \_\_\_\_\_ # full time (0 – 10) \_\_\_\_\_ # part time (0 – 10)

Allied health professional \_\_\_\_\_ # full time (0 – 10) \_\_\_\_\_ # part time (0 – 10)

**10b. For the coverage you indicated in 10a, please state the funding source:\***

	Yes	No		Yes	No
Nurse			Allied health professional		
Self-funded	<input type="checkbox"/>	<input type="checkbox"/>	Self-funded	<input type="checkbox"/>	<input type="checkbox"/>
Provided by the Department of Health	<input type="checkbox"/>	<input type="checkbox"/>	Provided by the Department of Health	<input type="checkbox"/>	<input type="checkbox"/>

Other \_\_\_\_\_

☐ ☐

Other \_\_\_\_\_

☐ ☐

**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 are currently employed, work as a contractor, or volunteer at your school?\***

Psychiatrist	___ # full time (0 – 10)	___ #part time (0 – 10)
Psychologist	___ # full time (0 – 10)	___ #part time (0 – 10)
Licensed Independent Clinical Social Worker (LICSW)	___ # full time (0 – 10)	___ #part time (0 – 10)
Licensed Professional Counselor (LPC)	___ # full time (0 – 10)	___ #part time (0 – 10)

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

	Yes	No
Staff		
Professional Development (internal)	<input type="checkbox"/>	<input type="checkbox"/>

Webinars	<input type="checkbox"/>	<input type="checkbox"/>
Written Materials	<input type="checkbox"/>	<input type="checkbox"/>
Outside Organizations: Which one(s)? _____	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>

Students	Yes	No
Professional Development (internal)	<input type="checkbox"/>	<input type="checkbox"/>
Webinars	<input type="checkbox"/>	<input type="checkbox"/>
Written Materials	<input type="checkbox"/>	<input type="checkbox"/>
Outside Organizations: Which one(s)? _____	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Parents/Community		
Professional Development (internal)	<input type="checkbox"/>	<input type="checkbox"/>
Webinars	<input type="checkbox"/>	<input type="checkbox"/>
Written Materials	<input type="checkbox"/>	<input type="checkbox"/>
Outside Organizations: Which one(s)? _____	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>

### Section 3: Health Education Instruction

***Recommended point of contact for this section: Health Education Teacher, Physical Education teacher***

#### **Important Definitions for this Section:**

**Health Education:** Health education is defined by the Centers for Disease Control and Prevention as education that 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.

**Physical Education:** Physical education (PE) 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.

**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 125 minutes of health education that your school provides per grade for every week of the school year.

**14. How many teachers instruct *only* health education in your school?\* \_\_\_\_\_ (0 – 10)**

*Note: Please make sure teachers reported in questions 14, 15, and 16 are not counted for more than one time.*

**14a. Name of Health Education Instructor 1**

---

**14b. Name of Health Education Instructor 2**

---

**14c. Name of Health Education Instructor 3**

---

**14ai. Health Education Instructor 1 E-mail**

---

**14bi. Health Education Instructor 2 E-mail**

---

**14ci. Health Education Instructor 3 E-mail**

---

**15. How many teachers instruct *only* physical education in you school?\*** \_\_\_\_\_ (0 – 10)

**15a. Name of Physical Education Instructor 1**

\_\_\_\_\_

**15ai. Physical Education Instructor 1 E-mail**

\_\_\_\_\_

**15b. Name of Physical Education Instructor 2**

\_\_\_\_\_

**15bi. Physical Education Instructor 2 E-mail**

\_\_\_\_\_

**15c. Name of Physical Education Instructor 3**

\_\_\_\_\_

**15ci. Physical Education Instructor 3 E-mail**

\_\_\_\_\_

**16. How many teachers instruct *both* health and physical education in your school?\*** \_\_\_\_\_ (0 – 10)

**16a. Name of Dual Instructor 1**

\_\_\_\_\_

**16ai. Dual Instructor 1 E-mail**

\_\_\_\_\_

**16b. Name of Dual Instructor 2**

\_\_\_\_\_

**16bi. Dual Instructor 2 E-mail**

\_\_\_\_\_

**16c. Name of Dual Instructor 3**

\_\_\_\_\_

**16ci. Dual Instructor 3 E-mail**

\_\_\_\_\_

**17. 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(s)

**18. 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:\***<sup>^</sup>

Grades: K – 5    Minutes/Week: \_\_\_\_\_ (0 – 125)

Grades: 6 – 8    Minutes/Week: \_\_\_\_\_ (0 – 125)

**19. Please indicate the average minutes per week of health education instruction that your school offers for high school students: \_\_\_\_\_ minutes/week**

**20. For the health topics listed, please specify which health education curriculum (or curricula) your school uses for instruction: *Select all that apply***

*Note: Please state the curriculum's full name. If teachers in your school create their own curricula/lesson plans, please include the resources, standards, and/or websites used to create the curriculum.*

Grades: K – 5

No curriculum is used

Mental and Emotional Health

Curriculum:

☐

Safety Skills

Curriculum:

☐

Human Body and Personal Health

Curriculum:

☐

Disease Prevention

Curriculum:

☐

Nutrition

Curriculum:

☐

Alcohol, Tobacco and Other Drugs

Curriculum:

---

☐

Grades: 6 – 8

No curriculum is used

Mental and Emotional Health

Curriculum:

---

☐

Safety Skills

Curriculum:

---

☐

Human Body and Personal Health

Curriculum:

---

☐

Disease Prevention

Curriculum:

---

☐

Nutrition

Curriculum:

---

☐

Alcohol, Tobacco and Other Drugs

Curriculum:

---

☐

Grades: 9 – 12

No curriculum is used



## Mental and Emotional Health

Curriculum:

---

☐

## Safety Skills

Curriculum:

---

☐

## Human Body and Personal Health

Curriculum:

---

☐

## Disease Prevention

Curriculum:

---

☐

## Nutrition

Curriculum:

---

☐

## Alcohol, Tobacco and Other Drugs

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 225 for grades K – 5 and between 0 and 300 for grades 6 – 8.

**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. The number reported in question 22 cannot exceed the number in question 22a. For this question, please indicate an average between 0 and 225 for grades K – 5 and between 0 and 300 for grades 6 – 8.

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

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Active Recess           | <input type="checkbox"/> Movement in the Classroom | <input type="checkbox"/> Walk to School        |
| <input type="checkbox"/> After-School Activities | <input type="checkbox"/> Athletic Programs         | <input type="checkbox"/> Safe Routes to School |
| <input type="checkbox"/> None                    | <input type="checkbox"/> Bike to School            |  |
| <input type="checkbox"/> Other: _____            |  |  |

**22. 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: \_\_\_\_\_ (0 – 225)

Grades: 6 – 8     Minutes/Week: \_\_\_\_\_ (0 – 300)

**22a. 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: \_\_\_\_\_ (0 – 225)

Grades: 6 – 8     Minutes/Week: \_\_\_\_\_ (0 – 300)

**23. Please indicate the average minutes per week of physical education instruction that your school offers for high school students: \_\_\_\_\_ average mins/week**

**23a. 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: 9 – 12     Minutes/Week: \_\_\_\_\_ (0 – 300)

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

*Note: Please state the curriculum's full name. If teachers in your school create their own curricula/lesson plans, please include the resources, standards, and/or websites used to create the curriculum.*

Grades: K – 5                      Curriculum: \_\_\_\_\_

Grades: 6 – 8                      Curriculum: \_\_\_\_\_

Grades: 9 – 12                      Curriculum: \_\_\_\_\_

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

*Note: Please state the curriculum's full name. If teachers in your school create their own curricula/lesson plans, please include the resources, standards, and/or websites used to create the curriculum.*

Grades: K – 5                      Curriculum: \_\_\_\_\_

Grades: 6 – 8 Curriculum: \_\_\_\_\_

Grades: 9 – 12 Curriculum: \_\_\_\_\_

**26. 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***

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

☐ Yes ☐ No

**28. Where are fruits and/or non-fried vegetables available for students on school grounds?\*** *Select all that apply*

	Available free/at no cost	Available for purchase	Not available
A La Carte in cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Near the cash register in the service line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By the entrée selections in the service line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the beginning of the lunch line in the service line ☐ ☐ ☐

Elsewhere on school grounds – where? ☐ ☐ ☐

\_\_\_\_\_

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

☐ Yes

☐ No

**30. How many vending machines are available to students?\* \_\_\_\_\_ (0 – 10)**

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

	Yes	No
Before and/or after school	<input type="checkbox"/>	<input type="checkbox"/>
During school hours	<input type="checkbox"/>	<input type="checkbox"/>
During school hours, excluding meal times	<input type="checkbox"/>	<input type="checkbox"/>
During school hours, only at meal times	<input type="checkbox"/>	<input type="checkbox"/>

**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

- |   |  |
|---|--|
| <input type="checkbox"/> Baked chips, lower calorie and/or fat snacks | <input type="checkbox"/> Sodas and/or fruit drinks |
| <input type="checkbox"/> Fresh fruits and/or non-fried vegetables     | <input type="checkbox"/> Whole grain products      |
| <input type="checkbox"/> Milk and dairy products                      | <input type="checkbox"/> Water                     |
| <input type="checkbox"/> Other: _____                                 |  |

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

	Yes	No	N/A
Before and/or after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During school hours, excluding meal times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During school hours, only at meal times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

## Section 6: Distributing Information

***Recommended point of contact for this section: Principal, Business Manager, Director of Operations***

### **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.

### **32. Does your school have a wellness committee, school health council, or team?\***

☐ Yes

☐ No

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

#### ***LEA's Local Wellness Policy***

☐ School Website

☐ School Main Office

☐ School Cafeteria or Eating Areas

☐ To parent/teacher organization

☐ To foodservice staff

☐ To administrators

☐ To students

☐ This information is not available for distribution

☐ Other: \_\_\_\_\_

☐ School does not have a Local Wellness Policy

#### ***School Menu for Breakfast and Lunch***

☐ School Website

☐ School Main Office

☐ School Cafeteria or Eating Areas

☐ To foodservice staff

☐ To students

☐ Other: \_\_\_\_\_

☐ To parent/teacher organization

☐ To administrators

☐ This information is not available for distribution

☐ School does not offer school menu

***Nutritional Content of Each Menu Item***

☐ School Website

☐ School Cafeteria or Eating Areas

☐ To foodservice staff

☐ To students

☐ Other: \_\_\_\_\_

☐ 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

☐ School Cafeteria or Eating Areas

☐ To foodservice staff

☐ To students

☐ Other: \_\_\_\_\_

☐ School Main Office

☐ To parent/teacher organization

☐ To administrators

☐ This information is not available for distribution

☐ School does not have the ingredients of menu items



***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 for distribution |
| <input type="checkbox"/> Other: _____                     | <input type="checkbox"/> School does not have this information              |

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

- ☐ Yes      ☐ No      ☐ Vegetarian food options are not available

**35. 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***

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. In the future, compiled results will be available on the [chesapeakebayprogress.com](http://chesapeakebayprogress.com) website.

**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](http://www.chesapeakebay.net/publications/title/meaningful_watershed_educational_experience).

**36. Does your school currently have a School Garden?\***<sup>^</sup>

☐ Yes

☐ No

**36a. Name of Garden Contact\*** \_\_\_\_\_

**36b. Garden Contact E-mail\*** \_\_\_\_\_

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

☐ Yes

☐ No

**37a. How many students attended a farm field trip?** \_\_\_\_\_

**37b. What farm(s) did the students visit? *Select all that apply***

☐ Alice Ferguson Foundation's Hard Bargain Farm

☐ Common Good City Farm

☐ Arcadia Center for Sustainable Food and Agriculture

☐ Red Wiggler Farm

☐ Calleva Farm

☐ Rocklands Farm

☐ City Blossoms Community Green Spaces

☐ Washington Youth Garden

☐ Other: \_\_\_\_\_

**37c. Was this trip funded through an OSSE Farm Field Trip grant?**

☐ Yes

☐ No

**38. Does your school offer an Environmental Science Class?\***

☐ Yes

☐ No

**38a. How many students are enrolled in this course in the 2016-17 school year?** \_\_\_\_\_

**39. Name of Lead Science Teacher/Environmental Literacy Instructor\***

\_\_\_\_\_

**39a. Lead Science Teacher/Environmental Literacy Instructor E-mail\***

\_\_\_\_\_

**40. 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 curriculum's full name. If teachers in your school create their own curricula/lesson plans, please include the resources, standards, and/or websites used to create the curriculum.*

**Grades: K – 5**

No curriculum is used

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:

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**Grades: 6 – 8**

No curriculum is used

Air (quality, climate change)

Course:

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☐

Curriculum: 

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Water (stormwater, rivers, aquatic wildlife)

Course:

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☐

Curriculum:

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

Course:

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☐

Curriculum:

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Resource Conservation (energy, waste, recycling)

Course:

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☐

Curriculum:

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Health (nutrition, gardens, food)

Course:

☐

Curriculum:

Other: ( \_\_\_\_\_ )

Course:

☐

Curriculum:

**Grades: 9 – 12**

No curriculum is used

Air (quality, climate change)

Course:

☐

Curriculum: \_\_\_\_\_

Water (stormwater, rivers, aquatic wildlife)

Course:

☐

Curriculum:

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

☐

Course:

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Curriculum:

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Resource Conservation (energy, waste, recycling)

Course:

☐

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Curriculum:

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Health (nutrition, gardens, food)

Course:

☐

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Curriculum:

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Other: (\_\_\_\_\_)

Course:

☐

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Curriculum:

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

**41. Teachers of Grades K – 5**

☐ Yes ☐ No

**41a. 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: \_\_\_\_\_

**42. Teachers of Grades 6 – 8** ☐ 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 9 – 12** ☐ 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. Administrators** ☐ 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. 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.

**46. 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 \_\_\_\_\_

**47. What type of recycling hauling services does your school receive? *Select all that apply***

- ☐ Cardboard only
- ☐ Paper and cardboard only
- ☐ Mixed recyclables (plastic, metals, glass) only
- ☐ Co-mingled paper, cardboard, and mixed recyclables together (“single-stream”)
- ☐ Organics
- ☐ Other \_\_\_\_\_
- ☐ None of these

**48. Does your school compost? *Select all that apply***

- ☐ 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 method \_\_\_\_\_
- ☐ Don’t Compost

**49. 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 ☐ Don’t know

**50. Does your school purchase environmentally-friendly cleaning supplies?**

☐ Yes

☐ No

☐ Don't know

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

☐ Yes

☐ No

☐ Don't know

# ATTACHMENT 16

## Healthy Schools Act – School Health Profile Data

### 2017 Results, All Schools

All data presented below was self-reported by the school principal or school designee.  
95 percent of eligible schools responded to the 2017 School Health Profile

#### Section 1: School Profile

- N/A

#### Section 2: Health Services

- 89% of schools had nursing and/or allied health professional coverage in their school
- 68% of schools had at least one full-time nurse and/or allied health professional on staff
- 2% of schools had a full-time psychiatrist employed, work as a contractor, or volunteer
- 50% of schools had a full-time psychologist employed, work as a contractor, or volunteer
- 100% of schools had a full-time Licensed Independent Clinical Social Worker employed, work as a contractor, or volunteer
- 46% of schools had a full-time Licensed Professional Counselor employed, work as a contractor, or volunteer
- Schools reported offering various training exposure for staff, students, and parents on school anti-bullying policies (see table)

Type of training provided for each audience on anti-bullying policy*				
	Professional Development (internal)	Webinars	Written Materials	Outside Organizations
School staff	90%	31%	83%	26%
Students	56%	8%	77%	28%
Parents	40%	4%	76%	16%

\*Schools selected all that applied

- Schools reported offering various health services for students in schools (see table)

Type(s) of health services offered to students*	
Access and/or referrals to medical providers through a systematic process	73%
Prevention materials and resources for infectious diseases (HIV/AIDS, sexually transmitted infections, meningitis, etc.)	66%
Prevention materials and resources for chronic diseases (diabetes, obesity, asthma, etc.)	65%
Screening, testing, and/or treatment for infectious diseases (HIV/AIDS, sexually transmitted infections, meningitis, etc.)	16%
Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)	18%

*\*Schools selected all options that applied*

### Section 3: Health Education Instruction

- 69% of schools had one or more instructors that taught both physical education and health education
- Students in grades K-5 received an average of 41 minutes of health education per week
- Students in grades 6-8 received an average of 67 minutes of health education per week

### Section 4: Physical Education Instruction

- Students in grades K-5 received an average of 84 minutes of physical education per week
- Students in grades 6-8 received an average of 136 minutes of physical education per week
- 92% of physical education was devoted to actual physical activity in grades K-5
- 89% of physical education was devoted to actual physical activity in grades 6-8
- Schools reported offer various strategies to promote physical activity (see table)

Strategies schools use, during or outside of regular school hours, to promote physical activity*	
Active recess	79%
After-school activities	84%
Athletic programs	79%
Bike to school	26%

Movement in the classroom	70%
Safe routes to school	39%
Walk to school	59%
None	1%

*\*Schools selected all options that applied*

### Section 5: School Nutrition

- 97% of schools had cold, filtered water available during meal times
- 11% of schools had a vending machine available to students before/after school hours
- 7% of schools had a vending machine available to students during school hours
- 11% of schools had a school store available to students before/after school hours
- 5% of schools had a school store available to students during school hours
- Schools reported offering fruits and/or non-fried vegetables to students in various ways on school grounds (see table)

Where fruits and/or non-fried vegetables are available for students on school grounds*			
	Available free / at no cost	Available for purchase	Not available
A La Carte in cafeteria	51%	32%	28%
Near the cash register in the service line	5%	47%	30%
By the entrée selections in the service line	70%	9%	11%
At the beginning of the lunch line in the service line	42%	3%	32%
Elsewhere on school grounds	26%	2%	47%

*\*Schools selected all options that applied*

### Section 6: Distribution Information

- 57% of schools had a school wellness committee, school health council, or team
- 96% of schools informed parents and students of the availability of vegetarian food options at the school

- 87% of schools informed parents and students of the availability of milk alternatives, such as soy milk, lactose-free milk, etc. at the school
- Schools reported using various techniques for distributing nutrition and wellness information (see table)

LEA Local Wellness Policies*	
Distributed to foodservice staff	78%
Distributed on the school website	49%
Distributed on the school main office	50%
Distributed to parent and teacher organizations	20%
Distributed in school cafeteria or eating area	20%
Distributed to students	14%
Distributed to school administrators	46%
School does not have Local Wellness Policy	2%

School Menu for Breakfast and Lunch*	
Distributed to foodservice staff	92%
Distributed on the school website	86%
Distributed on the school main office	80%
Distributed to parent and teacher organizations	48%
Distributed in school cafeteria or eating area	82%
Distributed to students	69%
Distributed to school administrators	61%
School does not offer school menu	0%

Nutritional Content of Each Menu Item*	
Distributed to foodservice staff	75%
Distributed on the school website	58%
Distributed on the school main office	54%
Distributed to parent and teacher organizations	39%
Distributed in school cafeteria or eating area	30%
Distributed to students	43%
Distributed to school administrators	49%
School does not have nutritional content of menu items	3%

Ingredients of Each Menu Item*	
Distributed to foodservice staff	69%
Distributed on the school website	49%
Distributed on the school main office	52%
Distributed to parent and teacher organizations	37%
Distributed in school cafeteria or eating area	19%
Distributed to students	41%
Distributed to school administrators	47%
School does not have the ingredients of menu items	4%

Information on where fruits and vegetables served in school are grown and whether growers are engaged in sustainable agriculture practices*	
Distributed to foodservice staff	64%
Distributed on the school website	45%
Distributed on the school main office	43%
Distributed to parent and teacher organizations	34%
Distributed in school cafeteria or eating area	18%
Distributed to students	39%
Distributed to school administrators	43%
School does not have this information	6%

*\*Schools selected all options that applied*

### Section 7: Environment

- 52% of schools had a school garden
- 71% purchased environmentally friendly cleaning supplies
- 55% of schools' cleaning/maintenance staff followed green cleaning procedures
- Schools reported participating in various forms of recycling hauling services (see table)



Type of recycling hauling services received in schools*	
Cardboard only	26%
Paper and cardboard only	57%
Mixed recyclables (plastic, metal, glass) only	40%
Co-mingled paper, cardboard, mixed recyclables together (single-stream)	35%
Organics	9%
None	6%
Other	1%

*\*Schools selected all options that applied*

- Schools reported using various forms of compost techniques on school grounds or off-site (see table)

School Compost*	
Participate in an organics recycling program (off-site composting)	16%
On-site outdoors (e.g. in gardens)	18%
On-site indoors (e.g. worm bin in classroom)	6%
Other method	2%
Don't compost	65%

*\*Schools selected all options that applied*

## Part C: Environmental Education Report ATTACHMENTS

ATTACHMENT 17  
Environmental Literacy Plan Implementation Table

Progress key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate  
progress

●●●○ Significant  
progress

●●●● Complete

**Objective 1: Integrate environmental literacy (EL) concepts into the K through 12 curriculum.**

Goal	Action Items	Lead Organizations	Timeframe	Progress Description	Progress Status
A. Align environmental literacy (EL) concepts with current standards.	i. Analyze current standards and identify those that include EL concepts.	DOEE DCEEC	Short	Appendix E of the ELP for existing science and social studies standards that support environmental literacy. The framework identifies NGSS Performance Expectations that can be taught with an environmental context.	●●●●
	ii. Create a cross-walk of the District's existing content standards with NAAEE Guidelines and Next Generation Science Standards	OSSE	Medium	NAAEE developed a resource that highlights some of the connections between the NGSS vision of science education and environmental literacy. This document can be accessed online: <a href="http://eelinked.naaee.net/n/guidelines/posts/Align">http://eelinked.naaee.net/n/guidelines/posts/Align</a>	●●●●

	to identify overlap and content gaps.			<a href="#">ing-EE-NGSS-the-Common-Core-Standards-and-the-C3-Framework-for-Social-Studies-State-Standards.</a>	
	iii. Integrate EL concepts into existing DCPS scope and sequence documents.	DCPS DOEE	Short	Resources are in the revised Scope and Sequence science documents and curriculum developed through the SCALE project. DC Environmental Education Consortium is working with DCPS and teachers to develop MWEE-aligned documents and a scope and sequence document for the Environmental Science course.	● ● ● ○
	iv. Determine best practices currently in place in District schools.	DOEE OSSE	Short	Snapshots have been created of schools recognized by the US Green Ribbon Schools program and the first cohort of the Environmental Literacy Leadership Cadre.	● ● ● ○
B. Engage every student in at least one Meaningful Outdoor Educational Experience at each grade level.	i. Provide schools with a comprehensive list of outdoor opportunities on school grounds and throughout the District to be updated every 3 years.	DCEEC	Short	The DC Environmental Education Consortium is launching a new initiative, Nearby Nature, that will map locations of parks and green spaces within walking distance of all District public schools.	● ● ○ ○
	ii. Provide standards-based EL framework for schools to scaffold into their curriculum.	DOEE DCEEC	Medium	DOEE and partners have worked with eight teachers to identify relevant NGSS for the framework. The framework was piloted at the Sustainable DC Model Schools during SY14-15, and is being used at schools represented in the Environmental Literacy Leadership Cadre. The	● ● ● ●

				cadre also developed a curricular resource guide for pre-K through grade 5 aligned with the NGSS and social studies C3 framework.	
C. Provide downloadable materials and on-line access to environmental literacy resources.	i. Create searchable database for all environmental literacy resources.	DCEEC	Medium	The Environmental Literacy Resource Directory is the first step in creating a database, and will be updated with the resources listed in the 2017 Environmental Literacy Plan. The resources section on the DC STEM Network website includes a subject filter for environmental science.	●●○○
	ii. Update DCPS Science Educator Portal to include EL information.	DCPS DOEE	Short	The portal is now DCPS Canvas, and environmental information is available via the scope and sequence documents and science cornerstones.	●●●●
	iii. Submit EL information to be included in the PCSB Tuesday Bulletin.	DOEE	Short		○○○○
D. Create a strategy for integrating EL into Next Generation Science Standards roll-out to schools.	i. Ensure the District's potential adoption of the NGSS maintains local and relevant content that resonates with students.	SBOE OSSE DCEEC	Long	The cadre also developed a curricular resource guide for pre-K through grade 5 aligned with the NGSS and social studies C3 framework. Teachers working with OSSE and DCEEC during the summer 2017 are revising curriculum units developed during the 2014 Environmental Literacy Summer Institute and developing additional activities with connections to local environmental and sustainability initiatives.	●●●○

Progress key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate  
progress

●●●○ Significant  
progress

●●●● Complete

**Objective 2: Increase and improve environmental education and training for all stakeholders.**

Goal	Action Item	Lead Organizations	Timeline	Progress Description	Progress Status
A. Prepare pre-service teachers to be able to teach environmental education and foster environmental literacy.	i. Work with local universities and teacher prep programs to offer at least six contact hours of training in environmental education.	DOEE UDC	Long	Sustainable DC can assist with making contact with sustainability directors from most of the eight universities in the District.	○○○○
B. Provide in-service teachers with workshops about how to teach environmental education and foster	i. Create a crosswalk of the DCPS Teaching and Learning Framework and the NAAEE <i>Guidelines for the Preparation and Professional Development of Environmental Educators</i>	DCPS	Medium	DCPS is changing its teacher evaluation process, and it is unclear whether the Teaching and Learning Framework will be changing as well.	○○○○

environmental literacy.	<i>to determine existing overlap and any gaps.</i>				
	ii. Provide broad-based EL workshops for all District teachers.	DOEE OSSE UDC DCEEC	On-going Short Long On-going	In SY 2016-17, workshops were conducted by DC Environmental Education Consortium, DOEE, UDC, and non-profit partners through DCPS professional development days, OSSE School Garden Coordinator training, Environmental Literacy Leadership Cadre meetings, and more.	● ● ● ○
	iii. Create a Summer Academy for teachers that provides intensive training in relevant grade bands.	UDC  OSSE	Long  Medium	UDC will work with OSSE and DCPS and other partners to provide/develop educational programs.  DOEE, OSSE, DC Environmental Education Consortium, and Carnegie Academy for Science Education completed the Environmental Literacy Summer Institute in July 2014.	● ○ ○ ○  ● ● ● ●
C. Provide workshops and training for Environmental Education professionals.	i. Hold at least three workshops per year for Environmental Education providers – intro courses and supplemental workshops.	DOEE DCEEC	Medium	OSSE hosted an NGSS workshop for nonformal environmental education providers in partnership with the Center for Inspired Teaching.	● ● ○ ○

	ii. Integrate Environmental Education workshops into existing DPR staff training.	DPR	Short	Since 2012, various DPR staff have received Project Learning Tree training. In January 2016, OSSE worked with recreation center staff involved with the “Young Ladies on the Rise” program.	● ● ● ○
D. Develop communities of practice to foster dialogue and capacity for environmental literacy.	i. Create Professional Learning Communities or other networks focused on environmental literacy.	OSSE	Medium	The newest PLC for environmental literacy is the 2016 Environmental Literacy Leadership Cadre, which meets monthly to develop and implement school-based environmental literacy programs. Recruitment for the second cohort is complete, and will begin meeting in fall 2017. DCEEC is also determining interest in the development of a PLC for high school teachers.	● ● ● ○



Progress key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate  
progress

●●●○ Significant  
progress

●●●● Complete

**Objective 3: Integrate environmental literacy into the secondary school experience.**

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. Increase the number of high school students enrolled in an environmental science course.	i. Determine which schools currently offer this course and the existing barriers to schools offering this course.	OSSE DCPS PCSB	Medium	OSSE has determined the schools that offer the environmental literacy course but not the barriers that exist to offering the course in general.	●●○○
	ii. Offer an environmental science course in every District high school as an elective or science class.	DCPS Charter LEAs	Long	The number of schools in both DCPS and charter schools offering environmental science has been increasing each year.	●●●○
	iii. Monitor enrollment trends with the Statewide Longitudinal Education Data System (SLED).	OSSE	Long	This data are collected by DCPS and by OSSE in the School Health Profile, and enrollment is increasing. However, a method must be developed to verify enrollment, particularly for the charter schools.	●●●○

B. Ensure that environmental literacy and meaningful outdoor educational experiences are discussed and addressed during revisions of the science graduation requirements.	i. Define components that would qualify for a meaningful outdoor educational experience.	SBOE	Medium		○○○○
	ii. Analyze the implementation and results of environmental literacy graduation requirements in other states to determine applications for the District.	SBOE	Long	Maryland is the only state to have an environmental literacy graduation requirement, and it is too soon to determine results of implementation.	○○○○
C. Increase participation in environmental service-learning as part of the community service graduation requirement.	i. Provide comprehensive information to the DCPS Office of Secondary School Transformation for inclusion in the DCPS Community Service Handbook.	DOEE DCEEC	Short	DC Environmental Education Consortium has compiled the list of organizations, updates the list every August, and sends it to DCPS by the end of December. This information is also made available at DC Teachers Night at the U.S. Botanic Garden.	●●●●
	ii. Meet with the DCPS Community Service Coordinators and Charter LEA representatives so they	DCPS Charter LEAs	Short		○○○○

	know about opportunities available.				
	iii. Work with environmental education providers to provide meaningful volunteer opportunities.	DPR UDC DCEEC	On-going	DC Environmental Education Consortium has compiled a dynamic list of organizations with opportunities and submitted the list to DCPS Community Service Coordinators. UDC has also partnered with non-profits to provide volunteer opportunities, especially at the East Capitol urban farm and green roof on the UDC student center.	● ● ● ●
	iv. Determine current number of students participating in environmental service-learning; determine whether the number increases over time.	DCPS Charter LEAs	Long		○ ○ ○ ○

Progress key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate  
progress

●●●○ Significant  
progress

●●●● Complete

**Objective 4: Create meaningful measures of student environmental literacy (assessment).**

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. Collect baseline information of student performance in environmental literacy (EL) concepts within current science standards.	i. Convene a panel to designate science standards that contain EL concepts and write corresponding justifications.	DOEE	Short	The Sustainable DC Model School project has created the framework, which identifies the NGSS that can be taught with an environmental context.	●●●●
	ii. Analyze student performance data from 2007-2011 on these standards to create a baseline of what students know.	OSSE	Long	OSSE will be looking at baseline data from its new science assessment to complete this action. This information will be available in fall 2017.	●●○○
	iii. Determine best practices based on student performance (curriculum reviews, teacher interviews).	DOEE	Medium	Lessons learned from the Sustainable DC Model Schools project informed the creation of OSSE's Environmental Literacy Leadership Cadre. OSSE continues to determine best practices.	●●●○

	iv. Participate in the item development and selection process for upcoming DC CAS tests.	DOEE	Medium	The new science assessment includes items that test standards identified in the Environmental Literacy Framework. OSSE's environmental literacy coordinator participated in item development for the SY 2015-16 assessments, and DC Environmental Education Consortium participated in science item range-finding sessions.	● ● ● ○
B. Create environmental literacy assessment opportunities that are not test-driven.	i. Encourage and support student interest in completing an EL Capstone Project, Science Fair project, Portfolio, etc., and provide a showcase for EL student presentations.	DCEEC	Medium	DOEE, DC Environmental Education Consortium, and non-profit partners continue to organize the annual Anacostia Environmental Youth Summit, which has begun to showcase more student presentations each year. OSSE's Growing Healthy Schools Month and DGS's school-wide recycling competitions are increasing the opportunities for students to be engaged in environmental activities. DC Environmental Education Consortium continues to present an environmental award at the DC STEM Fair to at least one high school student.	● ● ○ ○

	ii. Establish a tracking mechanism to monitor and evaluate student engagement/performance.	DCPS Charter LEAs	Long		○ ○ ○ ○
C. Incorporate environmental literacy into future student assessment tools.	i. Determine if and how EL can be integrated in to Common Core State Standards assessments developed by PARCC.	OSSE	Short	It is unlikely that EL can be integrated into PARCC. We will look to other states with ELPs to see whether they develop tools that we can consider adapting for use in the District.	○ ○ ○ ○
	ii. Monitor the development of the assessment items for the Next Generation Science Standards and EL correlations.	OSSE	Medium	The NGSS assessment is aligned with the framework.	● ● ● ●

Progress key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate  
progress

●●●○ Significant  
progress

●●●● Complete

**Objective 5: Maximize school facilities and grounds to create learning opportunities for all students.**

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. School facilities support environmental concepts and practices.	i. In keeping with LEED requirements, establish model schools that show the development of green building curricular integration best practices.	DGS	Medium	DGS' DCPS Recycles! Honor Roll recognizes excellent DCPS school recycling programs.	●●○○
		UDC	Long	UDC recently opened its LEED-certified student center and provides weekly tours.	●●○○
	ii. Coordinated integration of Healthy Schools Act requirements as described in the Healthy Schools Act, at all District schools.	DGS	Medium	Established and expanded upon organics recycling and composting at schools. Facilitated discussion with the Healthy Schools and Youth Commission about indoor air quality and water testing. With OSSE, completed the Center for Disease Control and Prevention's 2016 School Healthy Policies and Practices Study.	●●○○
	iii. Next update of Local Wellness Policy to include greater	OSSE	Medium	Local wellness policies include guidance in the following environmental sustainability	●○○○

	emphasis on environmental sustainability and alignment with the DC Environmental Literacy Plan.			areas/indicators: school gardens, farm-to-School, local food sourcing, recycling, composting, and environmentally-friendly cleaning products. Looking into incorporating more environmental literacy indicators into these guidelines as LEAs update their local wellness policies.	
	iv. Incorporate environmental literacy indicators into School Health Profiles.	OSSE	Medium	Since 2014, the School Health Profiles included an environmental literacy section. In 2016, it included questions from the Chesapeake Bay Program's E-LIT tool.	● ● ● ●
B. Create and maintain outdoor schoolyard spaces to encourage and support outdoor learning experiences.	i. Increase the number of school gardens by 35%.	DCEEC, OSSE, DOEE, UDC	Medium	There are currently 119 active school (both DCPS and public charter) gardens, 49% of DC schools have active school gardens. Sustainable DC innovation funding has been provided to DCPS, OSSE, and DGS to create 3 new outdoor classroom and garden spaces. UDC provides support to Coolidge High School and other schools to increase the number of school gardens in the District.	● ● ● ○
	ii. Revise current DCPS Design Guidelines to include more information regarding parameters and best practices for schoolyard design to include outdoor learning environments	DGS, OSSE	Complete	Led by OSSE, produced design guidelines for outdoor classrooms now available at <a href="http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Design%20Guidelines%20for%20Outdoor%20Classrooms%20and%20School%20Gardens.pdf">http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Design%20Guidelines%20for%20Outdoor%20Classrooms%20and%20School%20Gardens.pdf</a> .	● ● ● ●



	(e.g., school gardens and outdoor classrooms) and community involvement.				
C. Encourage schools to apply to the U.S. Green Ribbon Schools program.	i. Create and implement a DC Green Schools recognition program.	DOEE DCEEC	Long	OSSE and DC Environmental Education Consortium have convened monthly meetings to develop a sustainable schools certification as part of the Chesapeake Bay Agreement.	● ● ○ ○
	ii. Submit four qualified applicants to the U.S. Green Ribbon Schools recognition program.	OSSE	Long	Six schools in the District and one university have won the award.	● ● ○ ○

Progress key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate  
progress

●●●○ Significant  
progress

●●●● Complete

**Objective 6: Encourage collaboration and engagement across all sectors involved in implementing the DC Environmental Literacy Plan (ELP).**

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. Cultivate and foster the knowledge and awareness necessary for the development and implementation of ELP at Local Education Agencies (LEAs).	i. Require administrators and guidance counselors to attend environmental literacy meetings and share information about resources.	DOEE	Medium	Sustainable DC Model Schools coordinators and members of the Environmental Literacy Leadership Cadre have meetings with administrators and other school staff.	●●○○
	ii. Create mechanisms for informational exchange to encourage local, District-specific Environmental Education opportunities, such as web-based database and teacher's night.	DCEEC	On-going	Teachers Night at the US Botanic Garden remains an annual event. DC Environmental Education Consortium is updating its web site, which will help disseminate information. OSSE also created an environmental literacy section on its web site.	●●●○

B. Individual LEAs develop an Environmental Literacy Scope of Work and Implementation Plan based on framework template.	i. Explore integration of science/EL into DCPS School-Level Scorecards.	DCPS	Long	School profiles on the DCPS website now include a sustainability section.	● ○ ○ ○
	ii. Identify how the implementation plans can support U.S. Green Ribbon Schools applications.	OSSE	Short	Since EL is one of the pillars on the Green Ribbon Schools application, school-based implementation plans can be integrated into the District's application process.	● ● ○ ○
	iii. Develop LEA Guidelines and Training.	DOEE	Medium		○ ○ ○ ○
	iv. Create approval process for LEA plans.	OSSE	Long	LEAs and DCPS schools in the Environmental Literacy Leadership Cadre are schools creating plans.	● ● ○ ○
C. Each District agency demonstrates commitment and ownership of an Environmental Literacy Scope of Work and Implementation Plan that supports schools.	i. Create implementation plans that are agency specific, city-wide, and collaborative in nature. ii. Agencies incorporate sections of ELP into missions, goals, strategic plans, and budget projections.	DOEE DPR UDC	Medium	The ELP was integrated into the following: <ul style="list-style-type: none"> <li>• Sustainable DC Plan (District –wide initiative)</li> <li>• DOEE's Agency Performance Plans in FY14 and FY15</li> <li>• DPR's master plan, PlayDC</li> <li>• UDC CAUSES Strategic Plan</li> <li>• SBOE's Green Practices Committee</li> </ul>	● ● ● ○
	iii. Develop Agency Guidelines/Training.	DOEE	Medium		○ ○ ○ ○

D. Create state infrastructure for implementation of the ELP.	i. Establish a permanent Environmental Literacy Council or Advisory Board.	OSSE	Medium	The SDC Omnibus Amendment Act of 2014 calls for OSSE to establish and convene an Environmental Literacy Advisory Committee. The first meeting will be in June 2016.	● ● ● ●
	ii. Create a new EL coordinator (Full-Time) position within OSSE.	OSSE	Medium	The Sustainable DC Omnibus Amendment Act of 2014 created the position within OSSE, and the Environmental Literacy Coordinator was hired in May 2015.	● ● ● ●
	iii. Designate staff within DOEE to support ELP efforts.	DOEE	Short	From July 2012-May 2015, DOEE had a point person on staff that convened meetings and facilitated implementation.	● ● ● ○

ATTACHMENT 18  
Environmental Literacy Advisory Committee Members

Committee Member	Affiliation
Sarah Bodor	North American Association for Environmental Education Director of Policy and Affiliate Relations
Rebecca Davis	DC Environmental Education Consortium Consultant
Robert Ettinger	KIPP DC Managing Director of STEM
Maya Garcia	Office of the State Superintendent of Education Director of STEM
Kate Judson	Department of Energy and Environment Sustainability Program Analyst
Kiho Kim	American University Department Chair, Environmental Science
James Rountree	DC Public Schools Director of Science
Dominique Skinner	Living Classrooms of the National Capital Region Director of Workforce Development
Ariel Trahan	Anacostia Watershed Society Director of Education

**ATTACHMENT 19**

**Schools that Received Environmental Education Programming, 2016-17 School Year**

SCHOOL	Select Environmental Education Student Programs									
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<b>District of Columbia Public Schools (DCPS)</b>										
<b>DCPS Alternative Schools</b>										
C.H.O.I.C.E. Academy at Wash Met										
Inspiring Youth (formerly Incarcerated Youth Program)	1	1								
Luke C. Moore HS	1	1								1
Washington Metropolitan HS (formerly YEA)	1	1					1			1
Youth Services Center	1	1						1		
<b>DCPS Alternative Schools Total</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>		<b>2</b>
<b>DCPS Special Education Schools</b>										
River Terrace EC	1						1	1		
<b>DCPS Special Education Schools Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>		<b>0</b>
<b>DCPS Schools</b>										
Aiton ES	1				1				1	
Amidon-Bowen ES	1				1		1		1	
Anacostia HS	1	1					1		1	1
Ballou HS	1	1						1	1	1
Bancroft ES	1						1	1		
Barnard ES	1						1		1	1
Beers ES	1				1		1		1	
Benjamin Banneker HS	1	1						1		1
Brent ES	1				1				1	
Brightwood EC	1						1		1	
Brookland MS	1					1		1	1	
Browne EC										
Bruce Monroe ES at Park View	1				1		1	1	1	
Bunker Hill ES	1				1				1	
Burroughs EC	1		1			1	1	1		
Burrville ES	1				1		1	1	1	
C.W. Harris ES	1				1		1	1		
Capitol Hill Montessori at Logan	1				1		1	1	1	
Cardozo EC	1	1					1	1		1
Cleveland ES	1				1		1		1	
Columbia Heights EC (CHEC)	1	1				1	1	1	1	1
Coolidge HS	1	1						1		1

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Deal MS	1							1		
Dorothy Height ES	1				1	1		1		
Drew ES	1				1		1	1	1	1
Dunbar HS	1	1						1	1	
Eastern HS	1	1					1	1		1
Eaton ES	1				1		1		1	
Eliot-Hine MS	1					1			1	
Ellington School of the Arts	1	1								1
Garfield ES	1				1			1		
Garrison ES	1				1		1			
H.D. Cooke ES	1			1	1		1	1		
Hardy MS	1						1		1	
Hart MS	1						1		1	
Hearst ES	1				1		1	1	1	
Hendley ES	1		1		1	1	1		1	
Houston ES	1				1	1	1		1	
Hyde-Addison ES	1						1		1	
J.O. Wilson ES	1					1	1	1		
Janney ES	1						1	1	1	
Jefferson Middle School Academy	1						1		1	
Johnson MS	1								1	
Kelly Miller MS										
Ketcham ES	1				1		1	1	1	
Key ES	1				1		1	1	1	1
Kimball ES	1			1	1	1	1			1
King ES	1				1	1	1		1	
Kramer MS	1								1	
Lafayette ES	1						1	1	1	
Langdon EC	1		1	1	1		1	1	1	1
Langley ES	1				1		1			
LaSalle Backus EC	1		1		1					
Leckie ES	1				1		1		1	
Ludlow-Taylor ES	1		1	1	1		1		1	
MacFarland MS										
Malcolm X ES at Green	1			1	1	1	1	1	1	1
Mann ES	1						1	1		1
Marie Reed ES	1				1		1	1		

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Maury ES	1			1	1			1	1	
McKinley Middle School	1							1	1	1
McKinley Technology HS	1	1						1	1	1
Miner ES	1						1			
Moten ES	1								1	
Murch ES	1				1		1		1	
Nalle ES	1				1				1	
Noyes EC	1				1				1	
Orr ES	1				1		1	1	1	1
Oyster-Adams Bilingual School	1				1	1	1	1	1	
Patterson ES	1								1	
Payne ES	1				1	1			1	
Peabody ES	1			1			1	1	1	
Phelps Architecture Construction and Engineering HS	1	1						1	1	1
Plummer ES	1				1				1	
Powell ES	1							1		
Randle Highlands ES	1				1		1	1	1	
Raymond EC	1								1	
Ron Brown College Preparatory HS	1							1		
Roosevelt HS at MacFarland	1	1				1		1		1
Roosevelt STAY HS	1	1						1		
Ross ES	1				1				1	
Savoy ES	1				1				1	
School Within School at Goding	1			1	1	1	1	1	1	
School Without Walls at Francis Stevens	1		1		1	1	1	1	1	1
School Without Walls HS	1	1					1		1	1
Seaton ES	1			1			1	1	1	
Shepherd ES	1					1			1	
Simon ES	1				1		1		1	
Smothers ES	1				1		1			
Sousa MS	1						1		1	1
Stanton ES	1				1		1		1	1
Stoddert ES	1				1		1	1		
Stuart-Hobson MS	1							1	1	
Takoma EC	1				1				1	

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Thomas ES	1				1	1			1	
Thomson ES	1				1		1	1		
Truesdell EC	1				1				1	
Tubman ES	1				1		1	1	1	
Turner ES	1						1		1	
Tyler ES	1			1	1	1	1		1	
Van Ness ES	1			1			1	1	1	1
Walker-Jones EC	1				1		1		1	
Watkins ES	1			1			1	1	1	
West EC	1						1		1	
Wheatley EC	1							1		
Whittier EC	1						1		1	
Wilson HS	1	1					1	1	1	1
Woodson HS	1	1							1	1
<b>DCPS Schools Subtotal</b>	<b>105</b>	<b>16</b>	<b>6</b>	<b>12</b>	<b>54</b>	<b>19</b>	<b>65</b>	<b>52</b>		<b>27</b>
<b>DCPS Overall TOTAL</b>	<b>110</b>	<b>20</b>	<b>6</b>	<b>12</b>	<b>54</b>	<b>19</b>	<b>67</b>	<b>54</b>		<b>29</b>

Public Charter Schools										
Public Charter Alternative Schools										
Goodwill Excel Center PCS	1	1								1
Latin American Youth Center Career Academy PCS	1						1			
Maya Angelou Evans Campus PCS	1	1					1		1	1
The Next Step PCS										
<b>Public Charter Alternative Schools Total</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>		<b>2</b>
Public Charter Special Education Schools										
St. Coletta Special Education PCS	1	1					1			1
<b>Public Charter Special Education Schools Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>		<b>1</b>
Public Charter Schools										
Achievement Preparatory PCS - Elementary	1								1	
Achievement Preparatory PCS - Middle School	1				1				1	

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AppleTree Early Learning Center PCS - Columbia Heights	1									
AppleTree Early Learning Center PCS - Douglas Knoll	1									
AppleTree Early Learning Center PCS - Lincoln Park	1									
AppleTree Early Learning Center PCS - Oklahoma	1									
AppleTree Early Learning PCS - Southeast	1									
AppleTree Early Learning Center PCS - Southwest	1									
Basis DC PCS	1	1			1				1	1
Breakthrough Montessori PCS	1									
Bridges PCS	1					1	1		1	
Briya PCS										
Capital City PCS - High School	1	1					1		1	1
Capital City PCS - Lower School	1			1		1	1		1	1
Capital City PCS - Middle School	1						1		1	1
Cedar Tree Academy PCS	1						1			
Center City PCS - Brightwood	1				1				1	
Center City PCS - Capitol Hill	1				1					1
Center City PCS - Congress Heights	1								1	
Center City PCS - Petworth	1				1		1		1	1
Center City PCS - Shaw	1				1				1	1
Center City PCS - Trinidad	1				1		1		1	1
Cesar Chavez PCS for Public Policy - Capitol Hill	1								1	
Cesar Chavez PCS for Public Policy - Chavez Prep	1								1	
Cesar Chavez PCS for Public Policy - Parkside MS	1	1	1						1	
Cesar Chavez PCS for Public Policy - Parkside HS	1								1	1
City Arts and Prep PCS	1								1	
Creative Minds International PCS	1						1		1	
DC Bilingual PCS	1				1	1	1			

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DC Preparatory PCS - Anacostia Elementary	1						1		1	
DC Preparatory PCS - Benning Elementary	1						1		1	1
DC Preparatory PCS - Benning Middle	1						1		1	1
DC Preparatory PCS - Edgewood Elementary	1						1		1	1
DC Preparatory PCS - Edgewood Middle	1						1		1	1
DC Scholars PCS	1									
Democracy Prep PCS-Congress Heights	1				1		1		1	
District of Columbia International School	1									
E.L. Haynes PCS - Kansas Avenue (Elementary School)	1						1		1	
E.L. Haynes PCS - Georgia Avenue (Middle School)	1						1		1	
E.L. Haynes PCS - Kansas Avenue (High School)	1								1	
Eagle Academy PCS - Capitol Riverfront	1						1		1	
Eagle Academy PCS - Congress Heights										
Early Childhood Academy PCS	1									
Elsie Whitlow Stokes Community Freedom PCS	1				1		1		1	
Excel Academy PCS	1				1					1
Friendship PCS-Armstrong	1				1				1	
Friendship PCS-Blow-Pierce Elementary	1						1		1	1
Friendship PCS - Blow-Pierce Middle	1				1		1		1	1
Friendship PCS-Chamberlain Elementary	1								1	1
Friendship PCS - Chamberlain Middle	1								1	
Friendship PCS - Southeast Elementary Academy	1								1	

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Friendship PCS - Technology Preparatory Middle	1						1		1	
Friendship PCS - Technology Preparatory High	1	1					1		1	1
Friendship PCS - Woodridge Elementary	1					1	1		1	1
Friendship PCS - Woodridge Middle	1				1		1		1	1
Friendship PCS - Woodson Collegiate Academy	1	1							1	1
Harmony DC PCS-School of Excellence	1						1			
Hope Community PCS-Lamond	1									
Hope Community PCS-Tolson	1				1				1	1
Howard University Middle School of Math and Science PCS	1						1		1	
IDEA (Intergrated Design Electronics Academy) PCS	1	1				1	1		1	1
Ideal Academy PCS - North Capitol Street Campus ES										
Ingenuity Prep PCS	1								1	
Inspired Teaching Demonstration PCS	1				1		1		1	1
Kingsman Academy	1						1		1	
KIPP DC - AIM Academy PCS	1				1		1		1	
KIPP DC - Arts and Technology Academy PCS	1								1	
KIPP DC - College Preparatory PCS	1								1	
KIPP DC - Connect Academy	1						1		1	
KIPP DC - Discover Academy PCS	1								1	
KIPP DC - Grow Academy PCS	1									
KIPP DC - Heights Academy PCS	1		1				1		1	
KIPP DC - KEY Academy PCS	1			1					1	
KIPP DC - Lead Academy	1						1			
KIPP DC - LEAP Academy PCS	1								1	
KIPP DC - Northeast Academy PCS	1						1			
KIPP DC - Promise Academy PCS	1									
KIPP DC - Quest PCS										

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KIPP DC - Spring Academy PCS	1						1			
KIPP DC - Valor Academy PCS	1								1	
KIPP DC - WILL Academy PCS	1									1
Latin American Montessori Bilingual (LAMB) PCS	1				1		1		1	
Lee Montessori PCS										
Mary McLeod Bethune PCS 16th St										
Mary McLeod Bethune Day Academy PCS Slowe Campus	1		1		1	1	1			1
Meridian PCS	1								1	1
Meridian PCS 14th St	1								1	
Monument Academy										
Mundo Verde Bilingual PCS	1			1			1		1	
National Collegiate Prep PCS HS										
Paul PCS - International High School										
Paul PCS - Middle School										
Perry Street Prep PCS	1								1	1
Richard Wright PCS for Journalism and Media Arts	1	1							1	1
Rocketship DC PCS	1								1	
Roots PCS	1						1			
SEED (School for Educational Evolution and Development) PCS	1					1	1			
Sela PCS	1						1			
Shining Stars Montessori Academy PCS	1						1			
Somerset Prep Academy PCS	1	1							1	1
The Children's Guild										
Thurgood Marshall Academy PCS	1	1					1		1	1
Two Rivers PCS	1				1	1	1			1
Two Rivers PCS Young	1					1			1	
Two River PCS Middle	1						1			1
Washington Global	1								1	1
Washington Latin PCS - Middle School	1		1				1		1	
Washington Latin PCS - Upper School	1	1					1		1	1

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Schools that Received Environmental Education Programming, 2016-17 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 16-17)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Field Trip / Bus Transportation Assistance(compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Walk/Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
Washington Leadership Academy PCS										
Washington Math Science Tech PCS HS										
Washington Yu Ying PCS	1				1		1		1	1
<b>Public Charter Schools Subtotal</b>	<b>98</b>	<b>10</b>	<b>4</b>	<b>3</b>	<b>21</b>	<b>9</b>	<b>49</b>	<b>0</b>		<b>36</b>
<b>PUBLIC CHARTER OVERALL TOTAL</b>	<b>102</b>	<b>13</b>	<b>4</b>	<b>3</b>	<b>21</b>	<b>9</b>	<b>52</b>	<b>0</b>		<b>39</b>

DCPS	110	20	6	12	54	19	67	54		29
PUBLIC CHARTER	102	13	4	3	21	9	52	0		39
<b>STATE TOTAL</b>	<b>212</b>	<b>33</b>	<b>10</b>	<b>15</b>	<b>75</b>	<b>28</b>	<b>119</b>	<b>54</b>		<b>68</b>

Some experiences are one-day only (such as a presentation or field trip), others are multi-day programs. These programs DO NOT include teacher professional development or other projects that are teacher-centered.