



District of Columbia
Office of the State Superintendent of Education

District of Columbia Healthy Schools Act 2018 Report

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Executive Summary

The Healthy Schools Act of 2010, DC Official Code § 38-821.01 *et seq.*, demonstrates a clear commitment by the District of Columbia to improve student health and wellness outcomes. The Act has increased access to healthy meals in schools, improved student health services, and deployed high quality health education programming. While a student's health is based on many factors, we know that schools play a critical role in supporting student health, from instructing on physical education and offering opportunities for physical activity, to avoiding risky behaviors and promoting health literacy. Also, students who have access to nutritious school meals, remain physically active, and are health literate tend to have far better academic outcomes. The Bowser Administration is committed to investing in student health today, so we build a stronger District of Columbia for tomorrow.

As required by the Act, this report includes the annual highlights for the Farm-to-School and School Gardens Program and the Health and Physical Education Program (October 1, 2017 through September 30, 2018). This report also includes the triennial highlights and updates for the Environmental Literacy Program (October 1, 2015 through September 30, 2018). Highlights in this report for each program include:

Farm-to-School and School Gardens:

- OSSE supported the establishment of 25 new school gardens in school year 2017-18, for a total of 134 campuses with active school gardens. This is an increase of 63 percent since the 2011-2012 school year and the largest number of school gardens ever reported. The District now has a total of at least 1.75 acres of cultivated school garden growing spaces.
- In school year 2017-18, the District had a higher number of students and teachers engaged in school garden programs than last school year.
- OSSE developed and distributed new Farm-to-School marketing materials based on feedback from stakeholders and school food authorities (SFAs). These materials included two new large format posters for school cafeterias that highlight local food served in school meals. One poster is geared toward elementary students and the other poster is geared toward middle and high school students.
- OSSE continued the successful Growing Healthy Schools Month and Strawberries & Salad Greens Day, with 87 percent of participating schools saying they will continue next year.

Health and Physical Education:

- A higher number of District public and public charter schools are promoting physical activity with strategies such as movement in the classroom, after-school activities, athletic programs, and walking or biking to school.
- OSSE released the 2017 Youth Risk Behavior Survey Report¹ and began preparations for the 2019 Youth Risk Behavior Survey administration for all public and public charter middle and high school students.
- OSSE released a Nutrition Education Plan containing action items and measurable outcomes that can be used by the community, LEAs, schools, and families to increase the quality and quantity of nutrition education delivered to students.
- Students in District public and public charter schools are making steady progress in comprehension of safety, mental and emotional health, and human body and personal health as evidenced by the 2018 Health and Physical Education Assessment.

Environmental Literacy:

- In September 2017, the first updated DC Environmental Literacy Plan (ELP) was posted online.² The ELP creates the groundwork for the development of academic standards and the measurement of student achievement with regards to environmental literacy.
- OSSE began working with a new cohort of 16 schools as part of the Environmental Literacy Leadership Cadre and continued supporting the implementation of school-based environmental literacy programs in 15 alumni schools. OSSE awarded over \$400,000 in grants to support environmental literacy programs in schools represented in the cadre and alumni schools.
- The first series of high school environmental science instructional sequences were posted on the OSSE website. Developed by District teachers, these documents support teaching Next Generation Science Standards and support Scope and Sequence documents used by District LEAs.
- OSSE continued to pilot an initiative to provide bus transportation assistance to help schools meet the costs of engaging students in environmental field experiences.

¹ 2017 DC Youth Risk Behavior Survey Report:

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017%20YRBS%20Report.pdf>

² 2017 DC Environmental Literacy Plan

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf

Throughout fiscal year 2017-18, OSSE has successfully continued its work with schools, government partners, 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 2018 Healthy School Act Report to the DC Council, the Mayor, and the Healthy Youth and Schools Commission.

Introduction to 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.

OSSE encourages, educates, and engages District residents, educators, community partners, and schools to develop sustainable wellness and nutrition strategies. This report includes strategies OSSE has implemented for the continued growth and success of school garden and farm-to-school programs. Although it is not included in this report, OSSE also oversees the monitoring and compliance for all child nutrition programs in the District, offers extensive programmatic trainings and technical assistance to school leaders and child development facilities, and administers the U.S. Department of Agriculture grant programs, including the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program (ASP), Fresh Fruit and Vegetable Program (FFVP), Special Milk Program (SMP), The Emergency Food Assistance Program (TEFAP), Child and Adult Care Food Program (CACFP), and Summer Food Service Program (SFSP).

Farm-to-School Initiatives and Recommendations for Improvement

Farm-to-school initiatives are thriving in the District. Throughout the 2017-18 school year, OSSE has continued to explore new avenues to support and encourage local food sourcing, farm-to-school educational experiences, and technical assistance for schools. OSSE is also collaborating and collecting feedback from stakeholders to improve the Farm Field Trip Grants and to continue the success of the annual healthy food celebrations.

Local Food Sourcing

As required by the Healthy Schools Act, DC Official Code § 38–823.01, public 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.

On a quarterly basis, LEAs are required to report to OSSE the local foods served as part of the school meal programs using the “Locally Grown and Unprocessed Food Item Tracking Log” (Attachment 1). Previously, this tracking log requested the frequency with which local foods were served as part of the school breakfast or lunch meals, as well as the farm and the state of origin. This data was used to estimate pounds for each specific food items served across the District throughout the year. OSSE collected data using this method from 2014-17. Beginning in school year 2017-18, OSSE updated the tracking log to begin collecting the number of pounds of local food received. This new data collection allows OSSE to know precise quantities of local food served as opposed to estimates.

Data from the 2017-18 school year was collected through April 2018. The following highlights were provided by the tracking logs:

- 2,299,243 pounds of locally grown foods were served in District public and public charter schools in school year 2017-18.
- The top five locally procured items (by weight) served as part of District school meals were apples, pears, corn, green beans, and peas.
- The three most common states providing locally produced items for District school meals, based on the number of times the farms in each state were used, were Maryland, Virginia, and Pennsylvania.

This data shows that more LEAs are continuing to make strides to incorporate local produce into their school meals. This data also shows that LEAs greatly increased procurement of local produce from farms in Maryland and Virginia, with most food items coming from farms in Maryland. In August 2018, OSSE hired a new Farm-to-School Specialist to take over this portfolio for the District. The Specialist will set new goals for the District, including increasing utilization of local foods and USDA Foods in school meals, evaluating educational and training experiences, and assessing grant programs. The new Farm-to-School Specialist previously served as a Farm-to-School Director at a non-profit for five years.

Farm-to-School 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 public charter schools, OSSE 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. Additionally, 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 in this section, OSSE continues to offer opportunities for educating students about the benefits of eating local foods, evaluates effective distribution of grants, and provides technical assistance programs for school staff, foodservice staff, foodservice vendors, and community partners.

Farm-to-School Technical Assistance

'What's Local' Poster (Attachment 2): OSSE redesigned, printed, and distributed 200 new *What's Local* posters to District public and public charter schools. This poster is made available to schools and foodservice vendors to display in school cafeterias. OSSE created two versions of the poster, one for elementary schools and another for middle and high schools. This poster is designed to assist foodservice staff with communicating messages to students about local foods that are served in school meals. Portions of the poster are left blank to allow foodservice staff the option to write or post photos of their schools' local food items and the farm or farmer from which the food items 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. OSSE plans to print and distribute more *What's Local* posters in school year 2018-19.

'Choose What's in Season' Poster (Attachment 3): 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 provided for the annual 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.

Annual Farm-to-School Celebrations

Growing Healthy Schools Month: The seventh annual Growing Healthy Schools Month took place from October 1-31, 2017 (Attachment 5). Growing Healthy Schools Month celebrates the health of students in public and public charter schools throughout the District. During the annual celebration, 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, 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. In 2017, 39 schools formally registered to participate in the celebration. Additionally, The Gilda Allen Best School Garden Award was presented to Thurgood Marshall Academy Public Charter High School, Stoddert Elementary School, and DC Bilingual Public Charter School during the 2017 Growing Healthy Schools Month.

Strawberries & Salad Greens Day: The annual Strawberries & Salad Greens Day is a school-based celebration that exposes students throughout the District to the concept of consuming more fruits and vegetables through locally-grown produce. This year's celebration occurred on June 6, 2018. OSSE provided educational resources to LEAs and schools, 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 a strawberry and greens plant, stickers, T-shirts, recipe cards, and talking points to schools and volunteers. OSSE also provided volunteers for schools that requested additional help for the day. During the 2018 Strawberries & Salad Greens Day, 141 schools registered to participate by either serving locally grown strawberries and/or salad greens as part of their school lunch, or by hosting an educational station during the school day or during after school programming. Following the event, a survey found that 87 percent of participating schools indicated they are "very likely" to participate again next year.

Equipment Assistance Grant, Cafeteria Staff Training Grant, and Farm Field Trip Grant

As required by the Healthy Schools Act, DC Official Code § 38–821.02, OSSE makes grants available to public schools, public charter schools, and other organizations to support the acquisition of kitchen equipment and training sessions for cafeteria workers on cooking skills and nutrition. Separately, OSSE also makes grants available to public schools, public charter schools, and other organizations for farm field trips. These farm field trips provide students with the opportunity to see where food is grown and learn about plants, growing cycles, pollination, climate, and wildlife.

National School Lunch Program (NSLP) Equipment Assistance Grant

The purpose of the National School Lunch Program (NSLP) Equipment Assistance Grant is to make a significant investment in the purchasing of school cafeteria equipment used to serve healthier meals, improve food safety, expand accessibility to food services, and meet nutritional standards with an emphasis on fresh fruits and vegetables.

OSSE utilizes both federal funding (Consolidated Appropriations Act, 2017, [Public Law 115-31]) and local funding (Healthy Schools Fund, DC Official Code § 38–821.02) in an effort to increase the size of the grant and reach more schools. OSSE requires grant applicants to address at least one of the following focus areas for the NSLP Equipment Assistance Grant:

- Equipment lends itself to improving the quality of school food service meals that meet the dietary guidelines (e.g., purchasing an equipment alternative to a deep fryer, or steam ovens that improve quality of prepared fresh or fresh-frozen vegetables);
- Equipment improves the safety of food served in the school meal programs (e.g., cold/hot holding bags/equipment, dish washing equipment, refrigeration, milk coolers, freezers, blast chillers, etc.);
- Equipment improves the overall energy efficiency of the school food service operations (e.g. purchase of an energy-efficient walk-in freezer that replaces an outdated, energy-demanding freezer);
- Equipment allows sponsors to support expanded participation in a school meal program (e.g., equipment used for serving meals in a non-traditional setting or to better utilize school cafeteria space); and

- Equipment aides in strategies for adopting smarter lunchrooms (e.g. lunchroom changes that appeals to student population; highlighting convenience, healthy choices, and supporting menu changes to healthier options).

The 2018 NSLP Assistance Grant awarded \$104,776 to eight schools (Attachment 4). Federal funding paid for \$56,655 of the grant and the Healthy Schools Fund paid for \$48,121 of the grant. Grantees were notified of their award in June 2018 and have until September 30, 2019 to obligate all funds and submit reimbursements to OSSE.

OSSE intends to release the Request for Applications (RFA) for the 2019 NSLP Equipment Assistance Grant in January 2019. The 2019 grant will contain \$68,301 in federal funds and \$31,699 in local funds, for a total award of \$100,000. The funds will be distributed through a competitive process that is fair and equitable. Grant requests that are \$5,000 or greater will be given priority.

Cafeteria Staff Training Grant

The purpose of the Cafeteria Staff Training Grant is to provide school foodservice and nutrition employees with the knowledge, training, and tools necessary to plan, prepare, and purchase healthy products to create nutritious, safe, and enjoyable school meals. To achieve this, the focus of the grant is to fund training sessions for school foodservice and nutrition employees at schools participating in the National School Lunch Program (NSLP) and Healthy Schools Act (HSA). School foodservice employees are defined as individuals in a school who are responsible for the preparation and serving of all menu items.

The Request for Applications (RFA) was released on September 4, 2018, and the grant will close on October 19, 2018. The total funding available for this grant is \$200,000. Funds will be awarded for applications ranging from \$2,500 to \$200,000. Funds will be distributed through a competitive process that is fair and equitable.

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. OSSE originally created the Farm Field Trip Grant to award

individual applicants up to \$1,500 to cover the cost of transportation and farm fees for one or more classes of students. Grantees were required to apply at least 30% of the grant funds to purchasing materials for follow-up activities in the classroom, such as curriculum resources and cooking equipment. This model was used for the first three cycles of the grant, with the most recent award made to 13 grantees in school year 2016-17, totaling \$19,500.

After receiving feedback from stakeholders, OSSE learned that schools were discouraged from applying for the \$1,500 Farm Field Trip Grant due to the burdensome application and reporting process. Following this feedback from stakeholders, OSSE restructured the grant for the 2017-18 school year to allow community based organizations to apply for a single \$40,000 grant to conduct farm field trips for multiple schools, or a single \$20,000 grant to conduct farm field trips for child development centers and homes. Under the revised grant structure, OSSE received only one application and it did not meet the minimum grant qualifications, so no Farm Field Trip Grants were awarded for school year 2017-18. OSSE strongly believes in the many benefits of the Farm Field Trip Grant and will assess the new grant structure, possibly form a new grant structure, and evaluate effective communication strategies for the grant in school year 2018-19.

School Gardens Program, Plans to Expand, and Recommendations for Improvement

The OSSE School Gardens Program serves as the backbone to school garden programs in the District. This program provides direct assistance through funding, partnerships, and strategic support to public, public charter, and select private schools. The OSSE School Gardens Program envisions a future in which District youth are engaged in quality school garden programs that are an integral component to learning and that are highly valued by teachers, students, and families in all District schools. In an effort to continue to improve this work, OSSE has established four school garden priorities:

- Increase the number of students engaged in school garden programs;
- Increase the number of classroom teachers integrating garden-based lessons into their teaching practice;
- Increase the number of schools with garden programs; and
- 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 and student learning. These efforts are apparent in the activities described in this section.

School Garden Advisory Committee

During the 2017-18 school year, the School Gardens and Farm-to-School Advisory Committee formally met once on May 8, 2018. 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 Gardens 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 7). In addition to this committee, OSSE plans to propose the

creation of a green schools subcommittee on the Healthy Youth and Schools Commission (see DC Environmental Literacy Plan, Attachment 13).

Collect Data on Location and Types of School Gardens

OSSE collects data on school gardens through the School Health Profiles.³ This School Health Profile data, along with other data sources such as the School Garden Assessment Tool, School Garden Registration, site visit reports, and data shared by partner organizations, provide OSSE with a broad picture of the School Gardens Program activities across the District. In 2017-18, OSSE received 61 responses to the School Garden Assessment, 55 responses to the School Garden Registration, and 210 responses to the mandatory School Health Profiles.

As a result of these data collection methods, OSSE has determined there were 134 campuses with active school gardens during the 2017-18 school year. This number reflects the largest number of school gardens recorded since the start of the School Gardens Program. Figure A reflects active school gardens by school type.

Figure A: Number of Campuses with Active School Garden Programs for School Year 2017-18

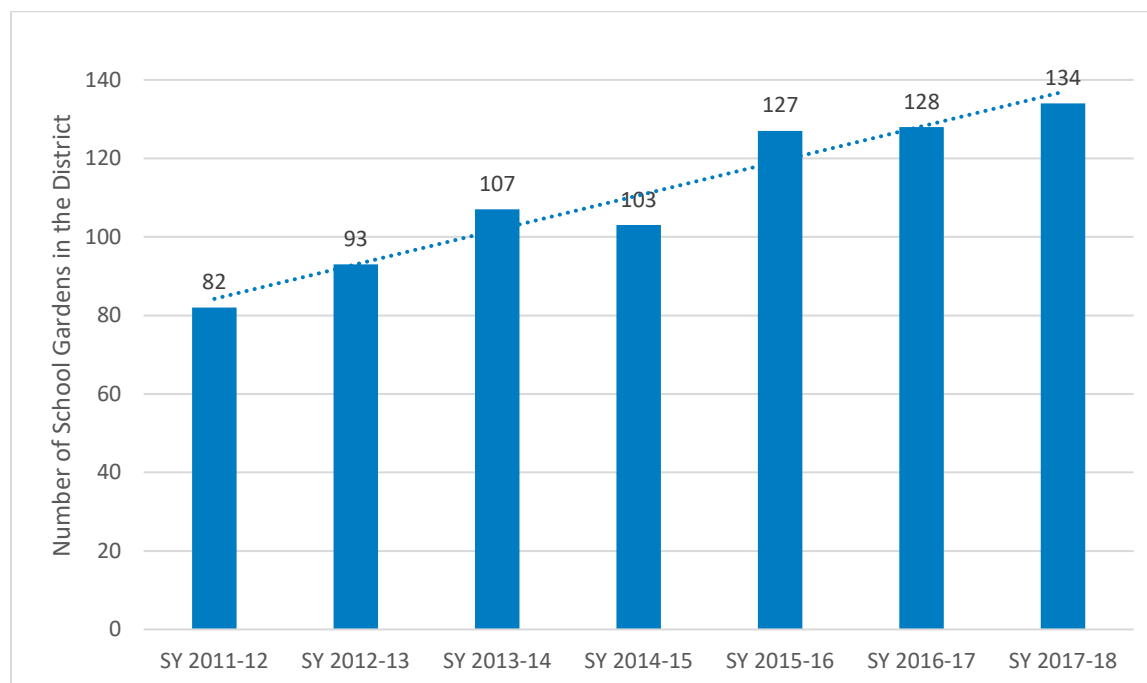
SCHOOL TYPE	NUMBER OF SCHOOL CAMPUSES WITH ACTIVE SCHOOL GARDENS
DCPS	67
Public Charter Schools	58
Private	9
TOTAL	134

Among the 134 active school campuses with school gardens, 25 are newly established in the 2017-18 school year (Attachment 8). Separately, 19 school gardens were reported as newly not active in the 2017-18 school year. A school campus will become inactive due to school staff turnover, modernization

³ Each public and public charter 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. <https://osse.dc.gov/service/healthy-schools-act-school-health-profiles>

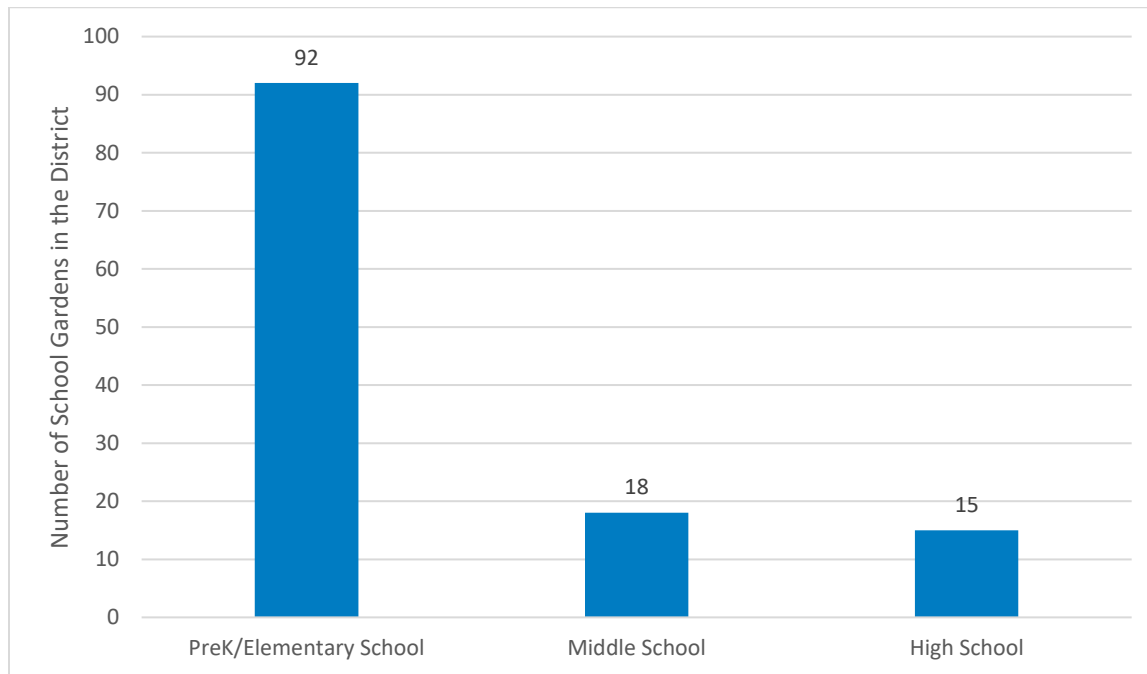
of school buildings, or a lack of staffing, funding, and community partnerships. OSSE works closely with schools to ensure gardens do not become inactive, including assistance with sustainability plans. OSSE will continue to provide targeted support to these school campuses to re-establish their school garden programs.

Figure B: Number of School Campuses with Active School Gardens by School Year



According to the School Garden Assessment Data, most garden-based learning occurs during the school day as part of the existing curriculum. Subjects frequently taught in school gardens include nutrition, environmental science, and health, but garden programs also integrate a wide range of subjects, including science, technology, engineering, and mathematics (STEM) concepts, English, and art. Additionally, schools report that school gardens are used to support students with special needs and provide social or emotional support to students experiencing trauma. The majority of school garden programs are found in elementary schools (Figure C).

Figure C: Number of School Garden Programs by Grade Level for School Year 2017-18



Note: Schools that serve multiple grade levels are only reflected once in this chart.

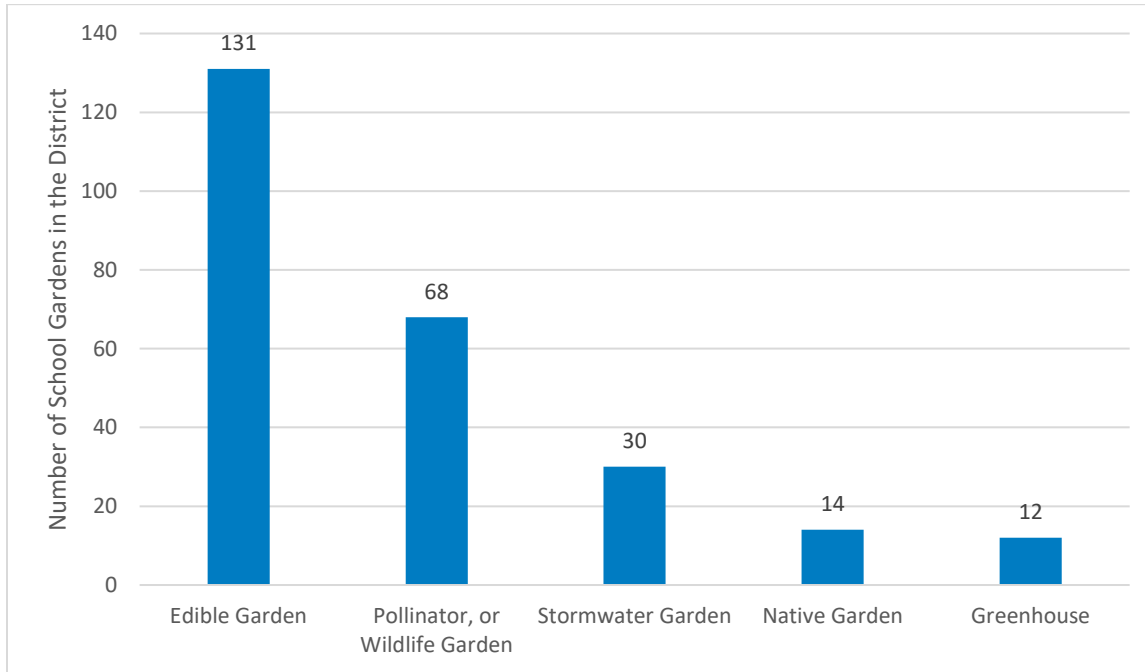
There are a wide variety of elements found in District school gardens, with nearly every garden program featuring an edible garden (Figure D). Most school gardens contain multiple garden elements, for example one school garden might contain a pollinator garden, as well as raised beds for edible fruits and vegetables. Multiple elements within one school garden is the best practice because it supports dynamic cross-curricular lessons and encourages additional opportunities for student, staff, and community engagement. Each garden element is described below:

- **Edible Garden:** A garden with raised and in-ground beds growing a wide range of edible seasonal crops.
- **Pollinator, Native, or Wildlife Garden:** A Garden with 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.
- **Storm Water or Rain Garden:** A garden that includes features to capture rainwater, such as rain

barrels, rain gardens, ponds, and replacing impermeable surfaces with permeable surfaces.

- Greenhouse: A garden that includes enclosed spaces that allow for year-round growing and educational activities.

Figure D: Number of Elements by School Garden Program School Year 2017-18



Note: This chart reflects multiple garden elements within each school garden, so individual programs may be counted more than once depending on the number of elements to the school garden.

During the 2017-18 school year, 73 school campuses with active school garden programs were staffed, an increase from 69 during the 2016-17 school year. 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 school campuses without staff were maintained in various ways, such as by volunteers and community based organizations. According to the School Garden Registration Data, budgets and the size of school gardens vary across the District, with schools reporting

an average annual budget of \$17,334 for their gardens and an average school garden size of 1,596 square feet. The District has a total of 1.75 acres of cultivated school garden growing spaces, supporting the Sustainable DC Plan goal 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 2017-18 school year, OSSE received 61 assessment responses from 55 schools. The data collected are used to communicate best practices, determine the greatest areas of need, track aggregated progress over multiple school years, 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 55 schools in school year 2017-18, program organization and instruction continues to be the greatest area of need for school garden programs in the District. During the 2017-18 school year, OSSE began providing assessment data back to schools through a comprehensive report.

As evident in Figure E, there was an overall decrease in the overall scores for each of the four components of the School Garden Assessment Tool from school year 2016-17 to school year 2017-18. OSSE attributes this decrease in each component to the rise in the proportion of newly-established school gardens compared to previous years. These newly-established school gardens require additional support and direction during their first year of implementing the program. The decrease may also be attributed to OSSE’s increased outreach to encourage all school garden programs to complete this assessment, including those that may need additional support.

Figure E: Average School Garden Assessment Tool Scores by Category and Indicator: SY 2012-13 through SY 2017-18

CATEGORY	INDICATOR	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Design	Overall	74%	89%	70%	63%	71%	68%
	Walkways	65%	65%	61%	79%	77%	70%
	Seating	65%	67%	54%	53%	57%	52%
	Signage	46%	67%	57%	35%	48%	45%
	Meeting Area	72%	78%	66%	56%	69%	58%
	Tool Storage	84%	79%	72%	65%	81%	77%
	Security Features	83%	98%	85%	71%	86%	78%
	Accessibility	87%	94%	77%	78%	83%	80%
Systems	Overall	72%	81%	65%	65%	71%	67%
	Soil	67%	92%	68%	69%	70%	68%
	Biologic	75%	88%	74%	79%	85%	81%
	Pest and Disease Management	75%	91%	81%	70%	79%	77%
	Wildlife	74%	77%	63%	65%	76%	77%
	Water	71%	88%	73%	72%	74%	75%
	Compost	51%	62%	44%	44%	51%	35%
	Community Participation	53%	75%	59%	54%	60%	58%

CATEGORY	INDICATOR	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Program Organization	Overall	72%	80%	71%	59%	72%	61%
	Vision Statement	65%	74%	66%	74%	79%	65%
	Funding	69%	76%	70%	59%	73%	63%
	Institutional Support	84%	85%	80%	71%	85%	70%
	Garden Coordinator	73%	94%	89%	51%	82%	68%
	Garden Committee	40%	78%	65%	41%	48%	39%
	Student Involvement	71%	63%	50%	65%	75%	55%
	Maintenance Plan	69%	85%	67%	52%	65%	58%
Instruction	Overall	59%	70%	63%	59%	74%	61%
	Curriculum and Instruction	54%	73%	67%	27%	77%	58%
	Teacher Involvement	44%	62%	60%	52%	64%	49%
	Student Impact	69%	75%	62%	73%	82%	77%

Note: If an individual school campus submitted multiple assessments during the 2017-18 school year, only the most recent assessment data was used in calculations.

All schools and community based 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 the School Garden Registration data, in school year 2017-18, 602 teachers taught at least five garden-based lessons (an increase of 149 teachers during the 2016-17 school year) and 14,617 students were exposed to 10 or more hours of garden-based education (an increase of 187 students reported during the 2016-17 school year). OSSE is involved in several efforts to support integration of school gardens into day-to-day instruction, as described in this section.

Recommended Curriculum Resources for School Gardens: OSSE regularly reviews and updates 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 to this project (totaling \$1.9 million), allowing an increase in size of the project to include three outdoor classrooms. The first two outdoor classrooms were constructed at Leckie Elementary School (Ward 8) and Tubman Elementary School (Ward 1) and were completed in the 2016-17 and 2017-18 school years. These schools are now actively engaging their students in outdoor learning. The third outdoor classroom will be located at Hardy Middle School (Ward 2) and is currently under construction. The Hardy outdoor classroom is anticipated to be complete in fall 2018. These outdoor 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 2017-18 school year, OSSE offered many professional development opportunities, supporting documents and materials, and other mechanisms 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 the spring and fall. 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.

The Summer Institute for Garden-Based Teaching: This Summer Institute for Garden-Based Teaching (“Summer Institute”) is offered each summer, on a competitive basis, to 30 District classroom teachers working in K-12 public and public charter schools. Upon completion of the Summer Institute, teachers are prepared to effectively use the school grounds to integrate outdoor learning and the environment into their lessons. Participating teachers attend the Summer Institute in school-based teams and receive ongoing support throughout the subsequent school year. This year, OSSE partnered with the Washington Youth Garden to offer 30 hours of hands-on learning from July 9-12, 2018 at the U.S. Arboretum. The Summer Institute included 30 educators from 11 public and public charter schools throughout the District. The three-day institute featured, among other things, garden curriculum and lesson demonstrations; garden activity stations; tours of four school gardens; a Food Prints cooking, math, and literacy demonstration; group management discussions; and ways to pull everything together for a cohesive garden education program. OSSE will continue to coach, visit, and provide feedback to these educators throughout the 2018-19 school year.

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 2017-18 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.

Growing Food, Growing Communities Project: OSSE and the District of Columbia Department of Parks and Recreation (DPR) partnered to better connect residents to new food growing opportunities and

encourage residents to grow their own food. In exchange for a space to grow vegetables over the summer, residents provided light maintenance for school and community gardens. In the summer 2018 inaugural year, over 130 community members registered to volunteer in 22 school gardens and 2 community gardens throughout the District.

Raising Chickens in District School Gardens: This training, provided by OSSE in partnership with the District of Columbia Department of Health (DC Health), 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. As a result of this training, the District has seen an increase in the number of schools with chickens from four schools (school year 2016-17) to 11 schools (school year 2017-18).

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

- Seedlings and planting materials;
- Seasons extension materials;
- Mulch and compost; and
- 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 [online](#).

FoodCorps: OSSE serves as the State Partner for FoodCorps, a nationwide team of AmeriCorps members who connect students to healthy food through school-based, farm-to-school, and school garden education programming. FoodCorps works solely in schools that have free-and-reduced meal participation percentages of 50 percent or higher. During the fourth year of FoodCorps' work in the District (school year 2017-18), 13 service members worked in 15 District public and public charter schools, either directly or through cooperative agreements between OSSE and a community-based organization (Attachment 6). In school year 2017-18, a FoodCorps fellow directly supervised by OSSE coordinated the programming 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, and office supplies. The items purchased by OSSE will remain with the agency or the FoodCorps service sites to be used by future FoodCorps service members.

Among their many successes, FoodCorps service members accomplished the following between August 2017 and June 2018:

- Led nutrition and food education lessons in the classroom and school gardens to 200 reoccurring classes in schools across the District (weekly, bimonthly or monthly);
- Worked with 4,123 students in 200 ongoing classes for a total of 2,025 instructional hours; and
- Facilitated 158 taste tests in school cafeterias across the District featuring seasonal produce.

During school year 2018-19, FoodCorps will begin transitioning to a DC Metro strategy, which will include placing service members in both the District and the Commonwealth of Virginia. OSSE will continue to oversee the District site partnerships and support the 11 members serving in District public and public charter schools.

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 the 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.

Establish a Demonstration Compost Pile

During the 2017-18 school year, 18 schools continued to have onsite compost piles and 76 District of Columbia Public Schools (DCPS) were chosen to receive organics services from the District of Columbia Department of General Service (DGS) as part of the DCPS Recycles! Program. Following the completion of a project to provide pest-resistant compost bins to DCPS schools in all eight wards in school year 2014-15, DGS continues to build bins in school gardens as part of school modernization projects whenever it was requested as a priority by the school. DGS also continued coordination with the Department of Parks and Recreation (DPR) and Department of Public Works (DPW), including by identifying school compost bins that could also be DPR community cooperatives and by sharing lessons

learned regarding integrated pest management and compost bins. Janney Elementary School and Burroughs Elementary School began piloting the community cooperative approach in recent years. Additionally, DGS continues to expand the organics recycling component of the DCPS Recycles! Program by providing organics hauling services and assistance in setting up school kitchens and cafeterias for organics recycling. Twenty-seven schools were recognized with distinction on the 2018 DCPS Recycles! Honor Roll for success in organics recycling. Mann Elementary School was recognized as the [DCPS Recycles! Honor Roll 2018 success story](#) and provides an example of school-wide integration of education and action, making the connection between teaching about composting in school gardens and establishing the behavior of recycling organics in the cafeteria, and also adding the component of food recovery. In school year 2017-18, all four of the DGS modernization projects opened with full recycling programs including organics recycling, and all made the DCPS Recycles! Honor Roll with distinction for the first time. The organics recycling program will continue to be phased into additional District schools during school year 2018-19.

School Gardens Grants

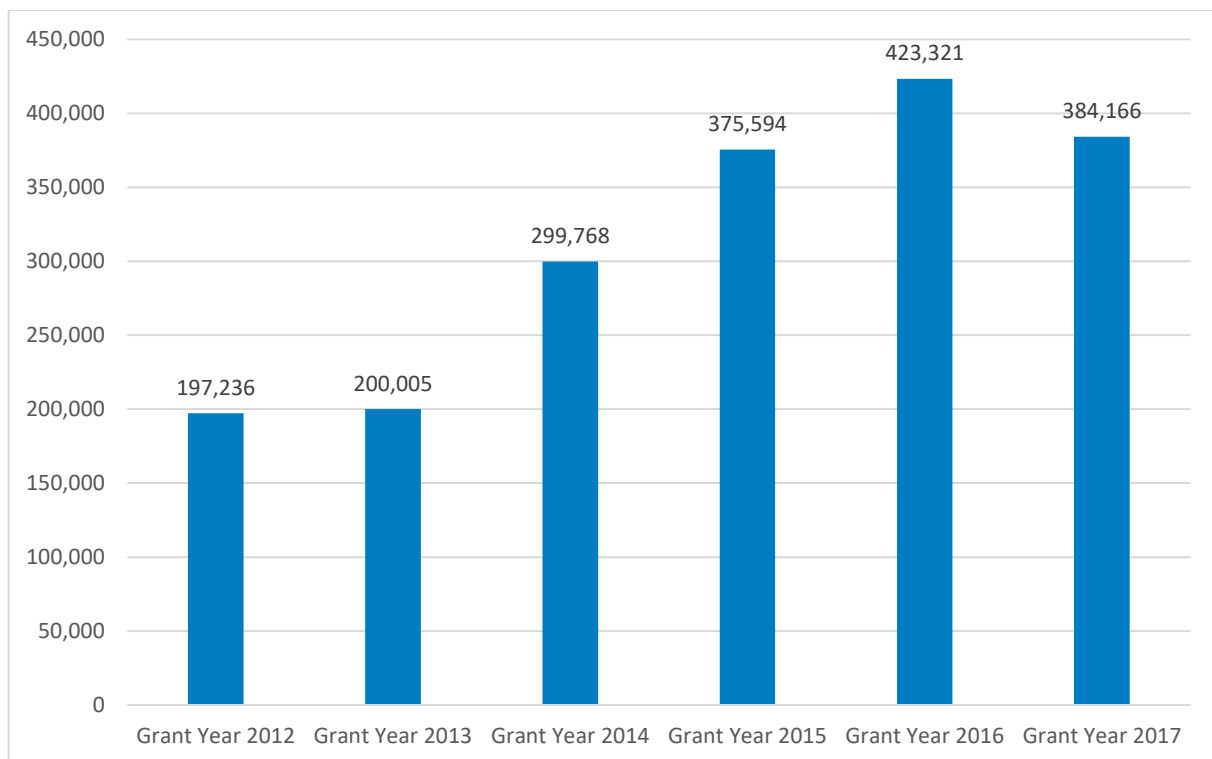
As required by the Healthy Schools Act, DC Official Code § 38–821.02, OSSE is to make grants available through a competitive or formula process to public schools, public charter schools, and other organizations to support school gardens.

OSSE's School Garden Grant wraps the garden, cafeteria, and classroom together. Schools may apply for up to \$35,000 in funding over a two-year period. The majority of funds are directed to support staffing 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. Technical support is provided to grantees to ensure projects are successfully implemented. 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.

Prior to 2017, School Garden Grants were awarded as \$15,000 single year grants in March of each year to align with the growing season. Due to logistical challenges with awarding grants in March, OSSE extended the grant cycle in 2016 by six months in order to align the grants with the OSSE fiscal year (October 1 – September 30). The grant also differs from previous years because 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. In October 2017, OSSE awarded the 2017 School Garden Grants to 11 schools and organizations to support 18 public and public charter schools across the District (Attachment 9). In July 2018, OSSE solicited applications for the 2018 School Garden Grant. As of this report, OSSE has not awarded the 2018 School Garden Grant.

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



Note: The award amount reflected for 2017 is the start of a two-year grant cycle.

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 hired a new Farm-to-School Specialist who began in August 2018. The new Specialist previously served as a Farm-to-School Director for five years with a nonprofit organization. The Specialist will set new goals for the farm-to-school portfolio, including utilizing local foods and USDA Foods in school meals and implementing new education and training programs.
- OSSE will work with DC Greens to create a stronger, more diverse District Farm-to-School Network.
- The Farm Field Trip Grant will be reassessed and possibly redesigned according to stakeholder feedback. OSSE believes strongly in values gained from the Farm Field Trip Grants and remains motivated to make the grant accessible and successful.
- 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.

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 so that all students in District public and public charter schools are engaged in quality nutrition and school garden programs that are highly valued by teachers and are a fundamental component to student health, wellness, and learning. With many stakeholders invested in improving the health and wellness of District youth, OSSE will continue to be an active partner and leader in promoting lifelong healthy eating and nutrition habits for District youth and all students in public and public charter schools.

Introduction to the 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 health and physical education requirements; and
- Student achievement with respect to health and physical education requirements.

Compliance of Public Schools and Public Charter Schools with Physical and Health Education Requirements

OSSE collects data on health and physical education through (1) the Health and Physical Education Assessment (HPEA), an assessment administered in fifth grade, eighth grade, and high school health courses as a means to measure student achievement with respect to OSSE’s health and physical education standards⁴; and (2) the School Health Profiles,⁵ a self-reported school based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act.⁶ 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 health and physical education. The data collected in the HPEA serves as a means for evaluating student achievement with respect to the OSSE health and physical education standards.

Ninety-four percent of applicable schools (public and public charter schools) completed the mandatory 2018 School Health Profile. A total of 210 schools completed the profiles and were included in the data

⁴ See DC Official Code § 38–824.05.

⁵ 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.

⁶ See DC Official Code § 38–826.02.

analysis, while 14 schools did not complete the profiles and were not included in the analysis. A list of the 14 schools that did not complete the 2018 School Health Profile is available in Attachment 11. Adult and alternative schools were not required to complete the 2018 School Health Profile. More data analysis from the school health profiles is available in Attachment 10.

One hundred and seventy-two schools representing 47 Local Education Agencies (LEAs) participated in the 2017-18 HPEA across public and public charter schools. Broken down further to the student-level, the data reflect a pool of 10,149 students and 70.4 percent student-level completion rate in that population. A list of schools that did not fully participate in the mandatory HPEA is available in Attachment 12.

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, all public 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 and type of physical education and physical activity in schools is collected using the School Health Profiles. The 2018 School Health Profile Questionnaire included the following inquiries:

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

- What strategies does your school use, during or outside of regular school hours, to promote physical activity? Select all that apply:
 - Active recess
 - Movement in the Classroom
 - Walk to School
 - After-School Activities
 - Athletic Programs
 - Safe Routes to School
 - Bike to School
 - None
 - Other

According to the 2018 School Health Profiles, students in Kindergarten through grade five received an average of 88 minutes per week of physical education and students in grades six through eight received an average of 133 minutes per week of physical education (Figure G). Students spent far more than 50 percent of physical education class time engaged in actual physical activity (93 percent of class time average in grades Kindergarten through grade five and 94 percent of class time average for grades six through eight).

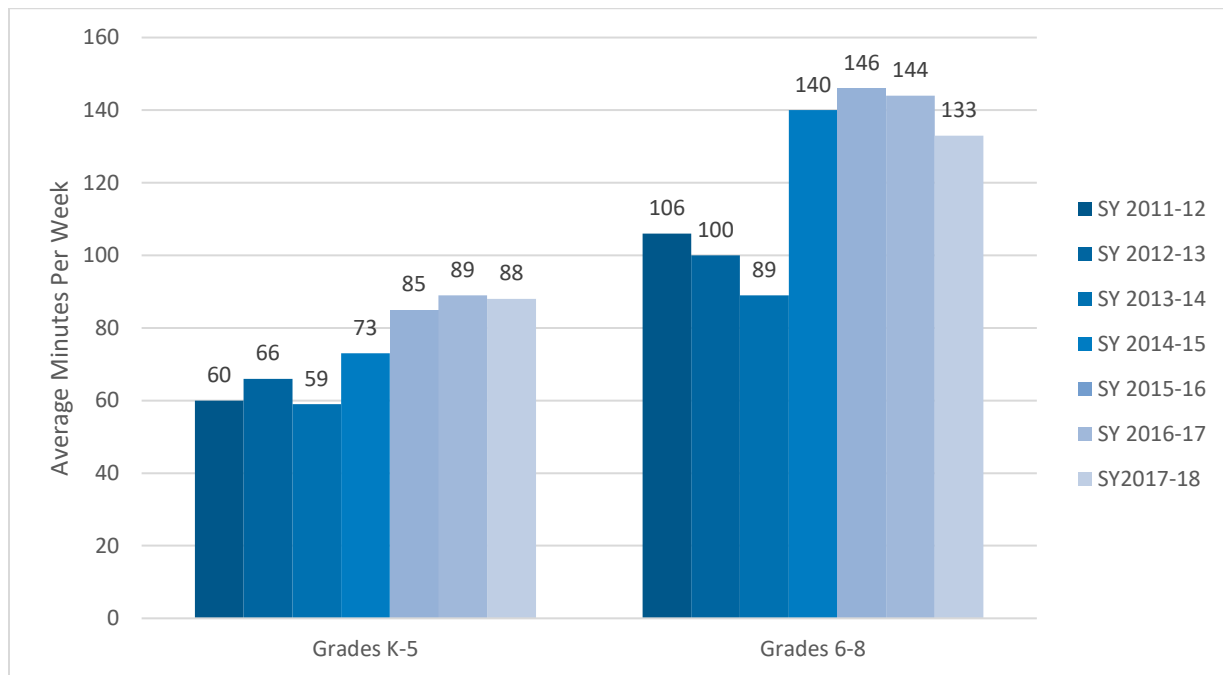
Figure G: Average Minutes of Physical Education and Percent of Actual Physical Activity, School Year 2017-18⁷

	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 2018 Schools Health Profiles	88 minutes	133 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 2018 School Health Profiles	93%	94%

The average minutes of physical education provided over the past seven school years are presented in Figure H. Average physical education minutes decreased by one minute per week in Kindergarten through grade 5 and decreased by eleven minutes per week in grades six through eight as compared to the 2016-17 school year. The reported number of physical education minutes for Kindergarten through grade five have an overall upward trend since tracking began in 2010, demonstrating that these schools are making steady progress toward meeting the physical education requirements of the Healthy Schools Act. The reported number of physical education minutes for grades six through eight have an overall upward trend since 2014, demonstrating that these schools are making steady progress toward meeting the physical education requirements of the Healthy Schools Act.

⁷ The 2018 School Health Profile data for health education, physical education, and physical activity were amended on February 19, 2019. While reanalyzing 2018 School Health Profile data, OSSE discovered a calculation error made in the initial analysis. During the initial analysis, schools that reported “0” minutes for questions pertaining grade-band specific minutes for health education, physical education, or physical activity were excluded from the analysis under the assumption that those schools did not serve the corresponding grade band. While it is true that most schools that marked “0” for grade band minutes did so because they do not serve the corresponding grade band, upon further review OSSE discovered this was not true in all cases. This error impacted elements of analysis, as it reduced the number of schools included in the denominator, causing the average minutes to skew higher. The revised 2018 School Health Profile data in this report is correct as of February 19, 2019.

Figure H: Average Minutes per Week of Physical Education in Grades K-5 and 6-8, school years 2010-2011 through 2017-18⁸



Between SY 2011-12 and 2017-18, there has been an overall increase in the number of physical education minutes per week in both Kindergarten through five and six through eight grade bands. 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. OSSE will continue to work with all schools to help them meet the physical education minute requirements.

⁸ The 2018 School Health Profile data for health education, physical education, and physical activity were amended on February 19, 2019. While reanalyzing 2016, 2017, and 2018 School Health Profile data, OSSE discovered a calculation error made in the initial analysis. During the initial analysis, schools that reported “0” minutes for questions pertaining grade-band specific minutes for health education, physical education, or physical activity were excluded from the analysis under the assumption that those schools did not serve the corresponding grade band. While it is true that most schools that marked “0” for grade band minutes did so because they do not serve the corresponding grade band, upon further review OSSE discovered this was not true in all cases. This error impacted elements of analysis, as it reduced the number of schools included in the denominator, causing the average minutes to skew higher. The revised 2018 School Health Profile data in this report is correct as of February 19, 2019.

Health Education

Under the Healthy Schools Act, all public 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 the School Health Profiles. The 2018 School Health Profile Questionnaire 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.

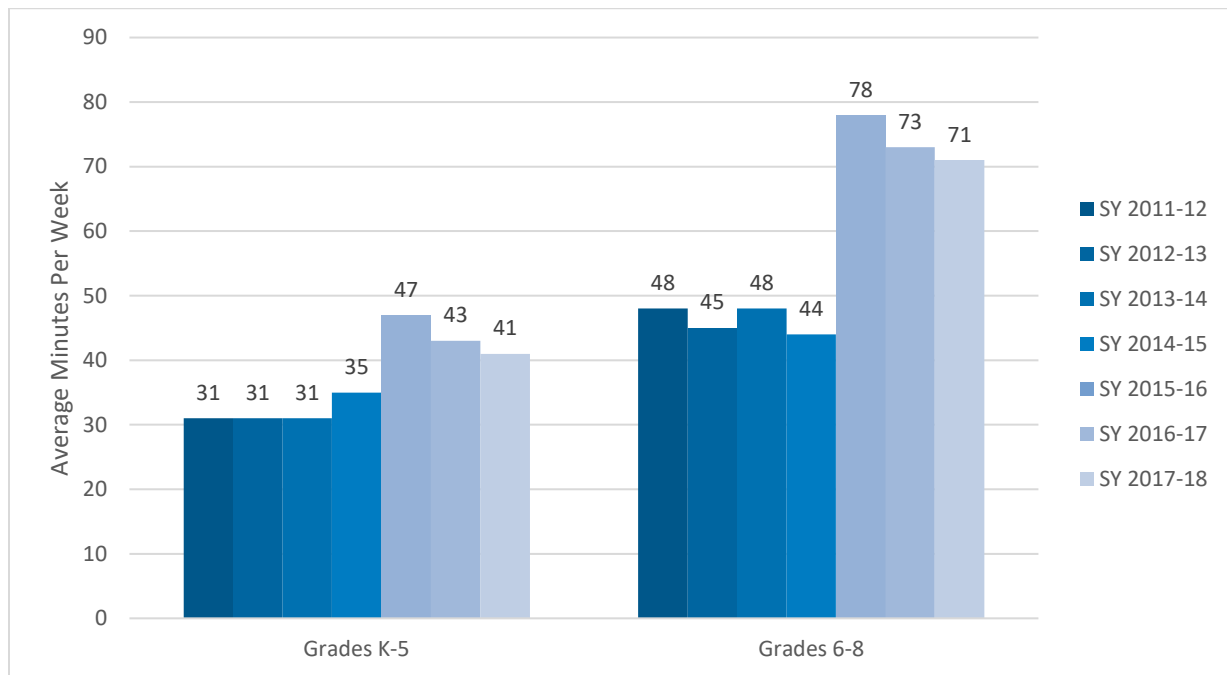
According to the 2018 School Health Profiles, students in Kindergarten through grade five received an average of 41 minutes per week of health education and students in grades six through eight received an average of 71 minutes per week of health education (Figure I).

Figure I: Average Minutes of Health Education, School Year 2017-18⁷

	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 2018 Schools Health Profiles	41 minutes	71 minutes

Average health education decreased by two minutes per week in Kindergarten through grade five and decreased by two minutes per week for grades six through eight as compared to the 2016-17 school year.

Figure J: Average Minutes per Week of Health Education in Grades K-5 and 6-8, school years 2010-2011 through 2017-18⁹



Although nearly half of schools that teach grades six through eight are now meeting the Healthy Schools Act health education requirements, there is still significant room for growth for grades Kindergarten through five and all schools not yet meeting the requirements. OSSE will continue to work with all schools to reach the average of 75 minutes of health education per week.

⁹ The 2018 School Health Profile data for health education, physical education, and physical activity were amended on February 19, 2019. While reanalyzing 2016, 2017, and 2018 School Health Profile data, OSSE discovered a calculation error made in the initial analysis. During the initial analysis, schools that reported “0” minutes for questions pertaining grade-band specific minutes for health education, physical education, or physical activity were excluded from the analysis under the assumption that those schools did not serve the corresponding grade band. While it is true that most schools that marked “0” for grade band minutes did so because they do not serve the corresponding grade band, upon further review OSSE discovered this was not true in all cases. This error impacted elements of analysis, as it reduced the number of schools included in the denominator, causing the average minutes to skew higher. The revised 2018 School Health Profile data in this report is correct as of February 19, 2019

Student Achievement with Respect to the Physical and Health Education Standards

The District is one of a very few states that conducts a standardized test for health and physical education. In compliance with the Healthy Schools Act, OSSE measures student achievement with respect to health and physical education standards via the Health and Physical Education Assessment (HPEA). Annually, students in grades five, eight, and high school (during the year that a high school student is enrolled in health class) complete the HPEA to measure student knowledge as it pertains to the District Health Education Standards and Physical Education Standards. This section is an initial release of the District-level result. In fall 2018, OSSE will publicly release the following resources and information on the OSSE website related to the HPEA to provide further analysis and related guidance:

- ***School-level HPEA scores:*** An Excel file that provides a score summary and participation rate summary for all participating schools as well as a school-level results detailed report.
- ***How to interpret your school's results:*** A guide to assist LEAs, schools, teachers, and parents in contextualizing meaning from their HPEA results. Each school's HPEA scores are categorized by performance categories, or Tiers.

HPEA Method

Prior to the 2014-15 school year, District students participated in an annual health and physical education assessment as part of a larger standardized test called DC CAS. As the District phased out DC CAS across all subjects in favor of PARCC testing, OSSE developed a new, standalone assessment called the Health and Physical Education Assessment (HPEA). To give schools time to transition from DC CAS to PARCC testing, OSSE did not administer the HPEA during the 2014-15 school year. Starting in the 2015-16 school year, the HPEA was administered online to all public and public charter schools students in grades five, eight, and high school health. The assessment is 21 questions long and is administered by school-based staff each spring. Assessment items align to the District Health and Physical Education Standards and are grouped into the following seven categories:

- Alcohol, Tobacco, & Other Drugs
- Disease Prevention
- Human Body & Personal Health
- Mental and Emotional Health
- Nutrition
- Physical Education
- Safety Skills

The 2017-18 HPEA was administered between April 2 and June 15, 2018. One hundred and seventy-two schools representing 47 LEAs participated in the 2017-18 HPEA across public and public charter schools. Broken down further to the student-level, the data reflect a pool of 10,149 students and 70.4 percent student-level completion rate in that population. Schools with less than 10 percent completion rate can be found in Attachment 12.

The 2018-19 HPEA administration window will open April 1 and close June 14, 2019. LEA assessment coordinators and health contacts will receive further instructions and guidance from OSSE regarding the 2018-19 HPEA beginning in February 2019.

HPEA Results

District-Level Scores and Participation Rates

For the 2017-18 assessment, overall performance was strongest among students in grade five, particularly in the (1) Human Body and Personal Health and (2) Mental and Emotional Health domains. Student participation was also highest in grade five, at 84 percent, which is a five percent increase from the 2017 grade five participation rate.

In grade eight, the strongest performance was in the (1) Human Body and Personal Health, (2) Mental and Emotional Health, and (3) Alcohol, Tobacco, and Other Drugs domains. The eighth grade participation rate was 67 percent, which is a decrease from the eighth grade participation rate of 89 percent in 2017. It is notably lower than the grade 5 participation rate for both years.

At the high school level, only those students who are enrolled in a health class during the school year are eligible to take the assessment, and of these students, 60 percent completed the full assessment, and this participation rate has remained steady over the past two years. The 2018 average HPEA score at the high school level increased by four percent over the 2017 average score and the largest gains were made in the (1) Safety Skills and Human Body and (2) Personal Health domains (Figure K).

In future HPEA administrations, OSSE will continue to strive to increase participation rates in all three grade levels, with an emphasis on bringing up high school participation rates, through continued communication strategies and promotion of the Qlik HPEA tool for LEAs. The Qlik tool provides LEAs with real-time reporting of student participation rates within their schools, and OSSE is confident that with continued awareness of and comfort with this tracking tool, LEAs and schools will be better equipped to monitor and take action around participation.

District-Level Trends

The HPEA has been administered in its current form for only three administration cycles, and therefore OSSE is limited in providing long-term trend analysis. However, three trends have surfaced with regard to student performance from 2016 to 2018. These three trends are in the domains (1) Human Body and Personal Health, (2) Safety Skills, and (3) Disease Prevention. The first two domains, as outlined in Figures O through P in this section, show marginal improvement between year one and year three of the assessment. Scores for both Human Body and Personal Health and Safety Skills have increased by an average of seven percent between year one and year three. These increases were most notable in grades five and high school for the Human Body and Personal Health domain and in grade eight and high school in the Safety Skills domain. Overall scores decreased in the Disease Prevention domain between year one and year three, particularly in grade five and high school.

District-wide average scores are shown below by grade for each testing domain and are measured in percent out of 100. For example, a student answering two of the three Nutrition questions correctly will score a 66% for that domain.

Figure K: HPEA Scores for School Year 2017-18

SY 2017-18 HPEA AVERAGES	GRADE 5	GRADE 8	HIGH SCHOOL
Alcohol, Tobacco, & Other Drugs	65%	74%	53%
Disease Prevention	72%	58%	53%
Human Body and Personal Health	83%	74%	55%
Mental and Emotional Health	82%	77%	64%
Nutrition	64%	66%	62%
Physical Education	65%	68%	62%
Safety Skills	76%	71%	53%
Overall Average	72%	69%	57%

Figure L: HPEA Scores for School Year 2016-17

SY 2016-17 HPEA AVERAGES	GRADE 5	GRADE 8	HIGH SCHOOL
Alcohol, Tobacco, & Other Drugs	65%	70%	52%
Disease Prevention	72%	56%	52%
Human Body and Personal Health	81%	72%	53%
Mental and Emotional Health	81%	74%	61%
Nutrition	64%	66%	60%
Physical Education	65%	66%	59%
Safety Skills	75%	69%	52%
Overall Average	72%	67%	56%

Figure M: HPEA Scores for School Year 2015-16

SY 2015-16 HPEA AVERAGES	GRADE 5	GRADE 8	HIGH SCHOOL
Alcohol, Tobacco, & Other Drugs	64%	69%	49%
Disease Prevention	76%	59%	57%
Human Body and Personal Health	74%	69%	46%
Mental and Emotional Health	81%	70%	63%
Nutrition	59%	60%	61%
Physical Education	66%	68%	60%
Safety Skills	76%	63%	40%
Overall Average	71%	66%	54%

Figure N: Three year trends in HPEA Scores, School Year 2015-16 through School Year 2017-18

CHANGE IN AVERAGE HPEA SCORES SY 2015-16 to SY 2017-18	GRADE 5	GRADE 8	HIGH SCHOOL
Alcohol, Tobacco, & Other Drugs	+1%	+5%	+4%
Disease Prevention	-4%	-1%	-4%
Human Body and Personal Health	+9%	+5%	+9%
Mental and Emotional Health	+1%	+7%	+1%
Nutrition	+5%	+6%	+1%
Physical Education	-1%	-0%	+2%
Safety Skills	-0%	+8%	+13%
Overall Average	+1%	+3%	+4%

Figure O: Human Body and Personal Health Scores Increases from School Year 2015-16 to 2017-18

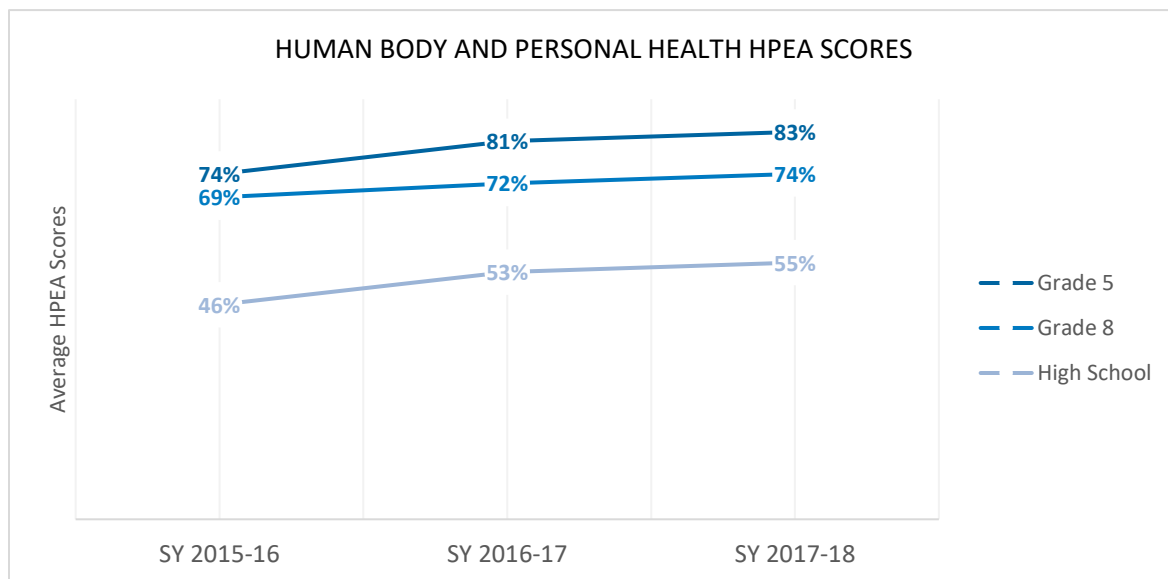


Figure P: Safety Scores Increases from School Year 2015-16 to 2017-18

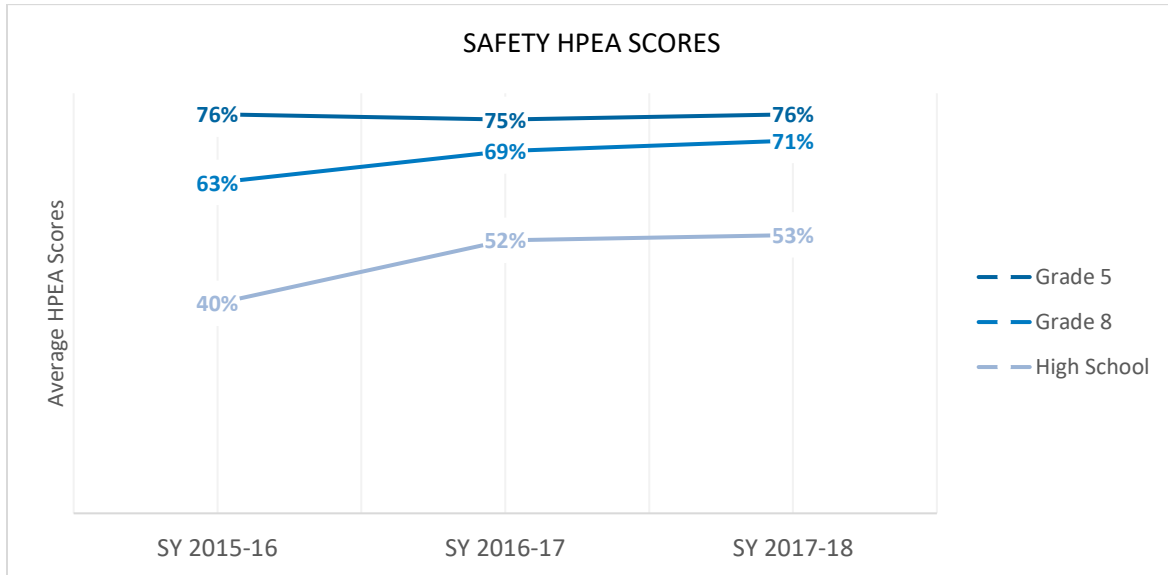
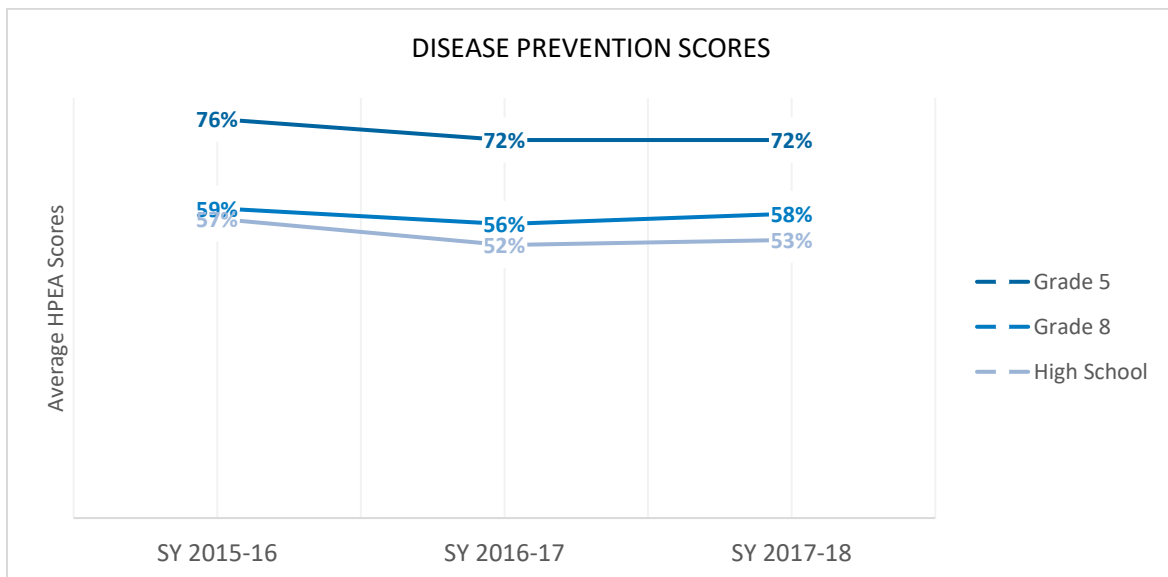


Figure Q: Disease Prevention Scores Decrease from School Year 2015-16 to 2017-18

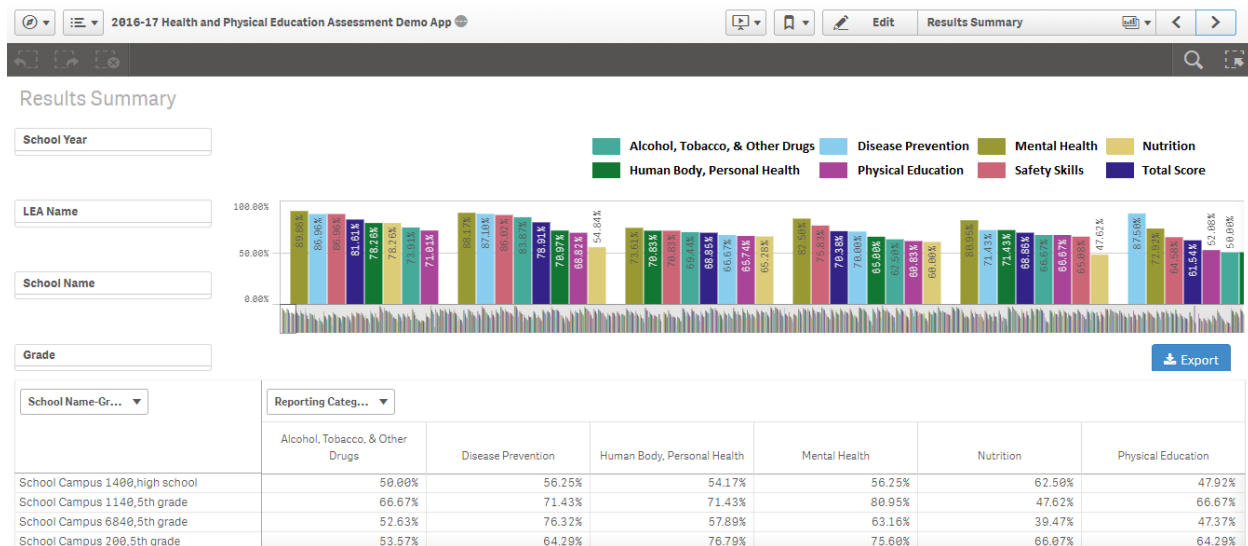


Sharing the Data with LEAs and Schools

Qlik is a data visualization and discovery tool that allows users to easily analyze data. In April 2017, OSSE launched an online interactive data sharing tool in Qlik, which gives LEA data managers the ability to:

- Monitor real-time completion of the HPEA at the school and student level and follow up with schools to ensure completion;
- View and download LEA-and school-level assessment results, filterable by school year (2015-16, 2016-17, and 2017-18), grade, and test category; and
- View and download student-level assessment results, filterable by school, grade, and test category.

Figure R: Qlik data visualization tool for LEAs



**The data in this graphic are test data and do not represent real schools or scores.*

Additional Efforts for Health and Physical Education

Throughout school year 2017-18, OSSE continued to provide trainings, technical assistance, and resources to schools. These items were based on the District Health Education Standards and 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 Committee¹⁰ to develop youth-focused and -friendly health related materials, publish a comprehensive Health and Physical Education Booklist, distribute additional copies of the Healthy Schools Act Booklist¹¹, 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.

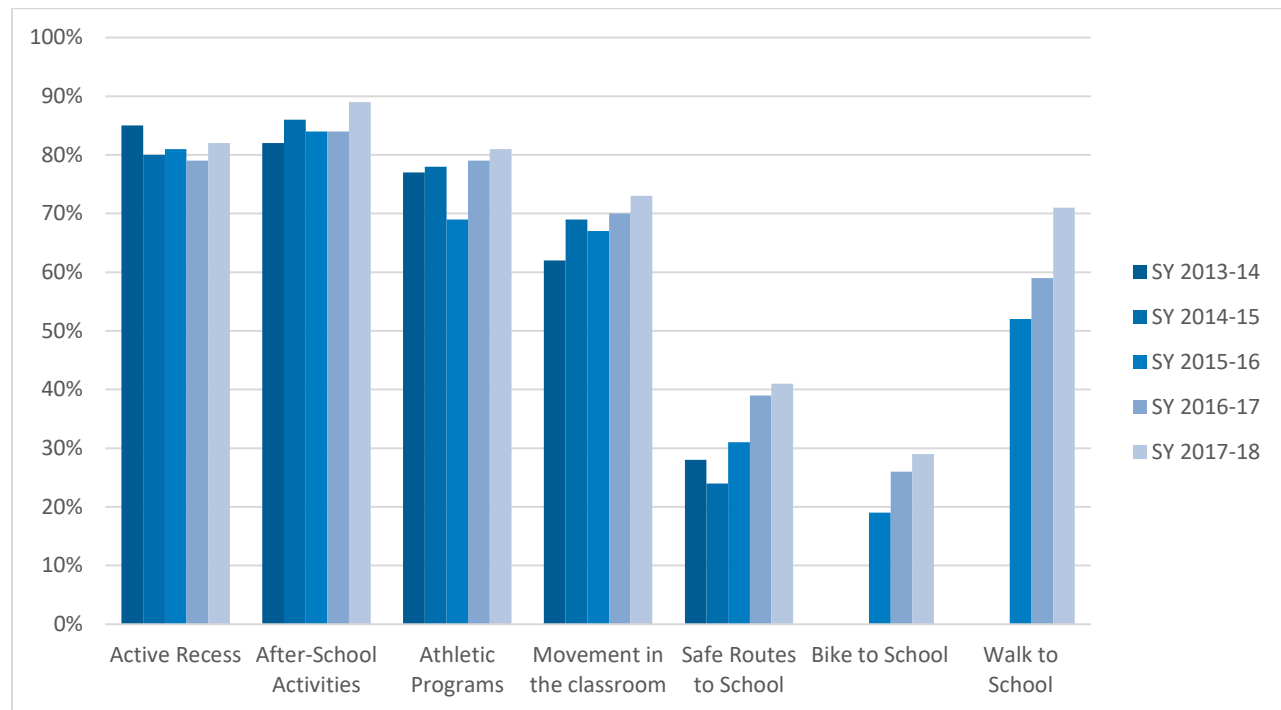
Promoting Physical Activity

Based upon data reported in the 2018 School Health Profile, schools continued to utilize a variety of strategies to promote physical activity, including active recess, movement in the classroom, and athletic programs (Figure S). As compared to the 2016-17 school year, there has been an increase in the number of schools promoting walking to school (12 percentage point increase), after-school activities (five percentage point increase), movement in the classroom (three percentage point increase), and biking to school (three percentage point increase). Eighty-nine percent of schools now report that they promote physical activity in after-school activities, 81 percent promote athletic programs, and 73 percent promote movement in the classroom.

¹⁰ 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.

¹¹ 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.

Figure S: Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity, School years 2012-13 through SY 2017-18



**Note: Schools were not asked to report “Bike to School” and “Walk to School” until SY 2015-16.*

Nutrition Education and Physical Activity Grant (NEPA)

In an effort to support schools for meeting the health and physical education requirements of the Healthy Schools Act, and to in provide equitable opportunities for increasing nutrition education and physical activity programs for schools, OSSE makes grants available via the Healthy Schools Fund, DC Official Code § 38–821.02.

In 2017, OSSE combined the (1) DC Physical Activity for Youth Grant and the (2) Physical and Health Education Grant to create the Nutrition Education and Physical Activity Grant (NEPA). 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 focuses on creating equitable opportunities for public and public charter schools with an emphasis on accelerating progress for schools that are furthest behind. OSSE

intends to award a total of \$300,000 to ten grantees in school year 2018-19 to focus on increasing capacity of schools to provide these programs.

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 DC State Board of Education (SBOE). The physical education standards have been in place since 2007 and were revised and approved by the SBOE in March 2017. 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. The standards can be found [online](#).

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.

Ongoing Health and Physical Education Technical Assistance and Supports for Schools

Health Curriculum Guidance Documents

In 2017 and 2018, OSSE developed Curriculum Review Guidance Documents and the Nutrition Education Plan as guides for educators in public and public charter schools. The 2018 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 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. You may access these documents at the links below.

- [Nutrition Education Plan](#)
- [Nutrition Curriculum Review](#)
- [Sexual Health Curriculum Review](#)

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 nontraditional types of services to the public. This was an expanded service through OSSE's Coordinated Health Education Team initiative. Services requested in school year 2017-18 included, but were not limited to, providing equipment, on-site professional development for staff, 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.

Additional Health and Physical Education Progress

During the 2017-18 school year, OSSE completed the following with regards to health and physical education and in District schools:

- Continued implementation of the Comprehensive School Physical Activity Program (CSPAP) in District schools and utilized a CSPAP poster to provide schools with different methods of promoting physical activity.
- Hosted a Health and Wellness Resource Fair that provided over 30 District schools and child development centers with physical education equipment and resources.
- Hosted a Health and Wellness Skills Summit in August 2018 at the Charles Sumner School for school administrators, educators, and other healthcare providers in schools and child development facilities. The summit provided an opportunity for participants to obtain professional development and skills based training in safety and wellness of school-aged youth in the District. Topics included: Allergy Management and Epi-Pen Administration, CPR/AED Certification, Comprehensive School Physical Activity Program (CSPAP), and Youth Mental

Health First Aid.

- Sponsored a physical activity and nutrition professional development workshop for early care and education facilities and pre-K through grade 12 schools.
- 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.
- Sustained the activities of the Physical Education Leadership Cadre, a program that works to build capacity of physical education teachers to implement quality physical education and increase school-based physical activity opportunities for students.
- 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 initiatives such as out-of-school time and increasing physical activity during the school day.
- Offered nutrition webinars on the following topics:
 - Nutrition Education in Schools
 - Smart Snacks and Healthy Vending
 - Integrating Nutrition Education into the School Curriculum

Student Health Behavior in the District

Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) is a survey of health-risk behaviors conducted in middle and high schools every two years in the District and around the United States. The 2017 DC Youth Risk Behavior Survey (YRBS) was completed by 8,578 students in 34 public and public charter high schools and 8,799 students in 57 public and public charter middle schools during the spring of 2017. The high school response rate was 92 percent and the student response rate was 67 percent for an overall high school response rate of 61 percent. The middle school response rate was 85 percent and the student response rate was 81 percent for an overall middle school response rate of 69 percent. The YRBS is anonymous and not intended to identify individual students' behaviors, but by analyzing and sharing LEA and school-level data, OSSE and schools are able to identify health trends that can inform the provision of supports for communities within LEAs and school.

In an effort to collect actionable and informative data, OSSE collects DC YRBS data using a census

methodology, with a goal of all public and public charter middle and high schools participating in the survey. This approach provides OSSE with a large sample size to identify statistically significant health disparities and trends across the District and between student subpopulations. The District is the only state that uses the census technique. Additionally, the District is one of only a few states with 10 years of sexual identity data. Since OSSE began collecting YRBS data in 2007, the agency has included a question on sexual identity. A sexual identity question was not included on the standard CDC questionnaires until 2015, several years after OSSE had already been collecting data on this subgroup. Collecting these data provides OSSE the ability to conduct longitudinal analysis on the health risk behaviors of this specific subgroup in addition to race and gender. The DC YRBS questionnaire also differs from the CDC national and standard question set by asking students their identification as transgender.

To illustrate this advantage of collecting sexual identity data, consider the findings from the 2017 YRBS that show District middle school students that identify as lesbian, gay, or bisexual (LGB) are 3.2 times more likely to have had sex before the age of 11 than their heterosexual peers. High school students who identify as LGB are 1.9 times more likely to have had sex before the age of 13 than their heterosexual peers. The 2017 DC YRBS data also show that high school LGB students report seriously considering suicide at a rate that is 2.75 times as high as their heterosexual classmates. Identifying these disparities and trends will allow OSSE to collaborate with District government partners, stakeholders, and schools to offer necessary support systems. More extensive findings can be found in [the 2017 DC YRBS Report](#).

In fall 2018, OSSE will release two fact sheets that expand on the findings of the 2017 DC YRBS data to further explore areas of acute concern for District youth. These fact sheets will highlight additional areas of analysis and will connect educators, administrators, and parents to resources to help District youth. The first fact sheet examines suicidal ideation and attempt among youth in the District, including among those experiencing homelessness, hunger, and bullying.

OSSE will administer the YRBS during the 2018-19 school year with a goal of reaching all public and public charter middle and high schools. OSSE is actively planning for the 2019 DC YRBS by conducting meetings with the School Health Data Working Group, attending CDC survey administration trainings, preparing communications and resources, and finalizing procurement of a data collection vendor.

OSSE Youth Advisory Committee

The OSSE Youth Advisory Committee for the 2017-18 school year hosted 21 youth representing a cross-section of middle and high school students across the District. This vibrant group of youth activists met weekly to discuss and learn about health topics that addressed gun violence and mental health among young people; the effects of gentrification on youth development and participation in community; and social media's influence on youth decision making processes regarding sex, nutrition, and exercise. Work performed by the OSSE Youth Advisory Committee in school year 2017-18 included the following:

- Provided an outreach workshop on sexual health education and condom distribution for the "Condoms and Candy" Valentine's Day event.
- Partnered with DCPS to promote and participate in the local Youth Pride event, supporting young people with their sexual health education and expression of sexual identity.
- Supported staff representing the agency on topics of youth mental health and safety within the District, by providing added information about lived experiences with mental and emotional trauma and the effects on development of healthy relationships and academic performance.
- Provided feedback and vetted the development of nutrition education campaigns during Nutrition Month (March 2018) that were delivered in District schools.

Upcoming Health and Physical Education Initiatives

During the upcoming 2018-19 school year, OSSE plans to continue to provide supportive health and wellness trainings, technical assistance, resources, and engagement opportunities for students, LEAs, schools, stakeholders, and community based organizations. During the 2018-19 school year, OSSE plans to do the following:

- Award up to \$300,000 in grant funds through the Nutrition Education and Physical Activity Grant (NEPA).
- Provide on-going technical assistance to LEAs that need to update their local wellness policies and develop evaluation tools for LEAs.
- Continue to disseminate technical assistance resources and work with schools 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

- 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.
- Continue to implement the Whole School, Whole Community, Whole Child model and align it with current efforts and initiatives within the District of Columbia.
- Continue the Physical Education Leadership Cadre for District 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.

Health and Physical Education Report Conclusion

Though there are still improvements to be made, District public and public charter schools continue to make great strides in providing a healthy learning environment for students. OSSE staff will continue to work with schools to provide training, technical assistance, and support and will seek out new and innovative approaches to improve processes and the services provided to schools.

In 2018, the OSSE health and physical education efforts will continue to expand its vision for effective health and physical education programming, policy implementation, data collection and utilization, and targeted support services. With a strong commitment to the community and strategic partnerships, OSSE will continue to ensure health and physical education encompasses all strategies to support schools and communities across the District.

Introduction to the Environmental Literacy Report

The District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to provide the triennial report 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.

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 2018-19 school year in an effort to increase the scope and depth of environmental education programming.

Across the nation,¹² 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 District 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 DC State Board of

¹² 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).

Education (SBOE), the District Department of Parks and Recreation (DPR), the District 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.

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. OSSE co-chaired the workgroup that focused on jobs, economy, and education. The draft Sustainable DC Plan 2.0 continues to emphasize education as an important component of the District’s sustainability strategy. The final Sustainable DC Plan 2.0 will be released in late fall 2018.

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 2017-18 school year.

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 September 2017, OSSE submitted the first updated environmental literacy plan to the mayor's office and posted the document online. Planning for the next revision will begin in 2019.

Establish and Convene an Environmental Literacy Advisory Committee

OSSE continues to identify and recruit qualified representatives from schools, community organizations, stakeholders, and District agencies to serve on the Environmental Literacy Advisory Committee. The next meeting will be scheduled for winter 2018.

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

Data on environmental education programs in District schools for the 2017-18 school year were collected using multiple methods including: (1) Healthy Schools Act School Health Profiles¹³, (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 2012-13 school year, the availability of District high school environmental science courses, both Advanced Placement and standard, has grown in DCPS

¹³ 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 T). Despite the growth of course availability, the number of students taking the courses declined in the 2017-18 school year. OSSE will continue to work with DCPS to promote the benefits of these courses for students.

According to School Health Profile data in school year 2013-14, out of 20 charter high schools, only nine offered an environmental science course (Advance Placement or standard). The number of courses grew over the following years. For the 2017-18 school year, the number of charter schools expanding to high school grade levels increased, but most of these new schools do not offer an environmental science course. As some of the newer high schools continue to add grade levels, OSSE will work with schools to potential include environmental science coursework.

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

	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY2017-18
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%)	10/22 (45%)
Enrollment in DCPS AP Environmental Science courses	150	Data not available	173	266	279	79
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%)	18/22 (82%)
Enrollment in DCPS Standard Environmental Science courses	2150	Data not available	1430	1138	1853	1020
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%)	11/24 (46%)
Enrollment in Public Charter LEA Environmental Science courses (AP or Standard)	Data not available	626	849	791*	929*	338*

**Not all public charter LEAs provided enrollment numbers.*

***Data source: enrollment provided by LEAs.*

Environmental Literacy Indicator Tool (E-LIT): To support the Environmental Literacy Goal and Outcomes of the Chesapeake Bay Watershed Agreement,¹⁴ 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)¹⁵. Data from DC Public Schools were collected in fall 2015 and 2017, and is currently being analyzed by the Chesapeake Bay Program and will be posted on the Chesapeake Progress web site in August 2018.

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 Grant, 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. Over 200 school campuses engage in varying degrees of environmental education. These data have been compiled into a list of schools and types of environmental education programming (Attachment 15). 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

¹⁴ The Chesapeake Bay Watershed Agreement is available here:

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

¹⁵ Definition of a meaningful watershed educational experience can be found here:

http://www.chesapeakebay.net/publications/title/meaningful_watershed_educational_experience

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](#).

This page has links to numerous resources for environmental literacy. Additionally, in March 2018, the instructional sequences developed during the 2017 Environmental Literacy Summer Institute were posted on OSSE's website as resources for both school-based environmental literacy implementation plans and Next Generation Science Standards.¹⁶

In fiscal year 2017-18, OSSE awarded nearly \$400,000 in grants to nine nonprofit organizations to support the efforts of the Environmental Literacy Leadership Cadre (the cadre) and alumni organizations. More information about the cadre can be found in the later section "Suitable Methods to Increase 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 in fiscal year 2018 to the following organizations:
 - FoodPrints, a program of FRESHFarm Markets, partners with Washington Youth Garden and Audubon Naturalist Society 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, and hosts a Student Innovation Showcase at the end of the school year.

¹⁶ High School Environmental Science Instructional Sequences: <https://osse.dc.gov/node/1307611>

- Anacostia Watershed Society partners with Chesapeake Bay Foundation and Living Classrooms to provide an on-the-water (boat) experience for grade 4 in the cadre schools. Additionally, Anacostia Watershed Society provides 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 continued to pilot an initiative to provide bus transportation assistance to help schools meet the costs of engaging students in environmental field experiences. This year, only nine schools took advantage of this opportunity, bringing students to locations in and around the District, such as the Washington Youth Garden, Woodend Sanctuary, National Aquarium, Aquatic Resources Education Center, and Prince George’s County Materials Recovery Facility, among others. The number of schools significantly decreased from the prior year, perhaps due to the time restrictions of the shuttle provider. OSSE plans to continue to investigate the best option to provide this much needed service to schools.

State of Environmental Education: Environmental Literacy Plan

Pursuant to the Healthy Schools Act, 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 2017 State Environmental Literacy Plan (DC ELP)

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

1. Integrate environmental literacy concepts into the K-12 curriculum
 - a. Align environmental literacy concepts with current standards.
 - b. Create a District-wide scope and sequence document for environmental science that aligns with the Advanced Placement (AP) Environmental Science exam.
 - c. Engage every student in at least one Meaningful Watershed Educational Experience (MWEE) at each grade band (elementary, middle, and high school), with the ultimate goal of having one experience per grade level.
 - d. Create systems of support for principals and District local education agency (LEA) leadership to build awareness and engagement around environmental literacy.
 - e. Ensure environmental literacy materials are readily available online.
 - f. Provide students with exposure and opportunities to participate in green jobs and environmental careers.
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. Expand scope of outreach to school stakeholders to include administrative, operations, and facilities staff.
 - c. Provide workshops and training for professionals in the environmental education field.
 - d. Provide ongoing support for communities of practice to collaborate and increase capacity and implement environmental literacy programs at schools.

3. Integrate environmental literacy into the secondary school experience
 - a. Identify and evaluate available environmental science courses and pathways in public secondary and postsecondary institutions in the District.
 - b. Ensure that all public high schools in the District offer an environmental science-based course.
 - c. Ensure that every public high school student has at least one Meaningful Watershed Educational Experience (MWEE) in their high school career, as outlined in the 2014 Chesapeake Bay Watershed Agreement.
 - d. Increase participation in environmental service-learning as part of the community service graduation requirement.
 - e. Increase number of public school students exposed to environmental careers via work-based learning and job shadowing opportunities.
4. Create meaningful measures of student environmental literacy
 - a. Collect baseline information of student performance in environmental literacy concepts within current science, health, and social studies standards.
 - b. Create environmental literacy assessment opportunities that are not test-driven.
 - c. Continue to incorporate environmental literacy into student assessment tools.
5. Maximize school facilities and grounds to create learning opportunities for all students
 - a. Utilize 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 implementing the DC Environmental Literacy Plan
 - a. Cultivate and foster the knowledge and awareness necessary for the development and implementation of the environmental literacy plan at LEAs.
 - b. LEAs develop school-based environmental literacy programs based on the Environmental Literacy Framework.
 - c. Each District agency demonstrates commitment and ownership of an Environmental

- Literacy Scope of Work and Implementation Plan that supports schools.
- d. Create state infrastructure for implementation of the environmental literacy plan.

Results: Implementation of the 2017 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 2017-18.

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).¹⁷ Schools in the Environmental Literacy Leadership Cadre use the framework as guidance to develop school-based environmental literacy implementation plans. The cadre teachers also used the framework to create environmental literacy resources for District teachers, such as the Environmental Literacy Guides for Educators of Pre-Kindergarten to Grade 5 students,¹⁸ and the High School Environmental Science Instructional Sequences. Both of these resources are correlated with NGSS. In addition, the guides are also correlated with the College, Career, and Civics (C3) Framework for social studies state standards, and the instructional sequences support the DCPS Scope and Sequence documents for high school environmental science.

The Department of General Services has worked with District teachers to develop lessons to support the Creative Curriculum Recycling Unit¹⁹ and DGS' Recycle Right competitions.²⁰

OSSE also identified health and physical education standards that are potentially relevant and/or closely correlated to environmental topics. In the next year, OSSE plans to collaborate with health and physical education specialists to facilitate workshops that show the links between health, physical activity, and

¹⁷ [Environmental Literacy Framework](#).

¹⁸ [Environmental Literacy Guides for Pre-K Through Grade 5 Educators in the District of Columbia](#).

¹⁹ [Creative Curriculum Recycling Unit](#).

²⁰ [Recycle Right Competition Curriculum](#).

the environment. Additionally, OSSE is revising the DC Common Core Early Learning Standards, which will have more robust science standards aligned with NGSS, to include the environment. These new standards have an anticipated release date of winter 2019.

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 the sections below.

Professional Development and Opportunities

Professional development opportunities for teachers

- Environmental Literacy Summer Cadre for High School Teachers: In 2017, 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 has 3-5 investigations including a meaningful, inquiry-based, locally relevant field experience and an action component. The first series of resources were posted on OSSE's website in spring 2018, with the remainder to come in fall 2018.
- Science Professional Development Days: During school year 2017-18, 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). Each professional development day included at least one environmental workshop, conducted by OSSE or nonprofit organization, for teachers to attend. OSSE also presented a workshop at the second annual DCPS SciCon 2.0 conference, held at Discovery Education in June 2018. 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: As reported previously in this report, 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. Beginning in 2016, recipients of OSSE's school garden grant are now 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. In February 2018, OSSE created the webinar, Exploring Nature on School Grounds, to assist grantees with this requirement.²¹

- Climate Change Filmmaking Project: DC Environmental Education Consortium organized and hosted the fourth Climate Change Filmmaking Project. Sixteen teachers from eight public schools in the District worked with 136 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 2018, over 40 short films were screened at the Goethe Institut, an increase of over 60 percent from last year.
- Environmental Experiences for Early Childhood Training: OSSE's Health and Wellness Division collaborated with OSSE's Division of Teaching and Learning, OSSE's Division of Early Learning, and Janney Elementary to provide training to 14 teachers in Project Learning Tree early childhood curriculum. The session will be offered again in April 2019.

Opportunities for Non-Formal Educators

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

- Department of Energy and Environment: DOEE's Fisheries and Wildlife Division and Watershed Protection Division facilitated a joint training in Project Learning Tree and Project WILD-Aquatic environmental education curriculum. Nineteen teachers and nonprofit staff completed the training, hosted at the District's Aquatic Resources Education Center. DOEE also hosted a Growing Up WILD training for 12 participants.
- District Department of Transportation: OSSE and DOEE delivered a training in Project Learning Tree's Pre K-8 curriculum to 15 foresters from DDOT's Urban Forestry Division and three staff from the nonprofit Earth Conservation Corps. Foresters who completed the training also received continuing education units to maintain certification through the International Society for Arboriculture.
- Energizing Student Potential: DCPS started an initiative to train school librarians and media specialists in the National Energy Education Development (NEED) curriculum. Twenty-seven

²¹ Exploring Nature on School Grounds Webinar: <https://osse.dc.gov/event/exploring-nature-school-grounds-webinar>

DCPS schools and four charter 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 items that align with the Environmental Literacy Framework. In the 2017-18 school year, due to testing inconsistencies, OSSE terminated its contract with its test vendor and did not administer a science assessment. OSSE is currently working to design and launch a new assessment that will be administered starting in the 2018-19 school year. This assessment will use item clusters that will engage students in sense making and problem solving around scientific phenomena and engineering design challenges that will include environmental themes.

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 highlight student investigations and action projects.
- Student Innovation Showcase, hosted by EcoRise Youth Innovations, which included student presentations for sustainability solutions for their schools.
- 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. For the 2017-18 school year, the first cohort transitioned to become alumni schools, and OSSE continued to provide the 15 alumni schools with some assistance in implementing the schools' environmental literacy programs (Figure U).

Figure U: Schools Represented in the 2016-2017 Environmental Literacy Leadership Cadre (now called Alumni Schools)

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

OSSE successfully recruited 16 new schools and four mentors to participate in the second cohort of the cadre, which began in fall 2017 (Figure V). Cadre members each have a mentor and the whole group met

monthly. The teachers completed landscape surveys of activities currently taking place at their school, and created school-based environmental literacy programs. Next year, cadre members will present the results of implementing programs at their schools at an Environmental Literacy Showcase, and also create a sustainability plan to begin the process of determining how to maintain environmental literacy initiatives at the school in the future.

Figure V: Schools Represented in the 2017-2019 Environmental Literacy Leadership Cadre

SCHOOL NAME	WARD
Creative Minds International PCS	5
Beers Elementary	7
Mary McLeod Bethune Day Academy PCS	5
Bruce-Monroe Elementary @ Park View	1
Burroughs Elementary	5
DC Prep - Edgewood PCS	5
Eagle Academy PCS - Congress Heights	8
Hearst Elementary	3
Houston Elementary	7
Key Elementary	3
Lafayette Elementary	4
Mann Elementary	3
Marie Reed Elementary	1
School Without Walls @ Francis-Stevens	2
Simon Elementary	8
Washington Yu Ying PCS	5

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, to reaching 70 schools (out of 119 eligible schools) in 2017-18. 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 2016-17 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. Beginning in the 2017-18 school year, the science department in the DCPS Office of Teaching and Learning partnered 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. OSSE plans to propose the creation of a green schools subcommittee on the Healthy Youth and Schools Commission to explore the best path to move forward. DCEEC is drafting a white paper on behalf of the subcommittee

to consider once it is confirmed, tentatively in fall 2018.

DCPS includes sustainability metrics on its school profiles²². 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 2017 ELP includes 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.²³
- 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 2017.

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.

²² DCPS School Profiles: <http://profiles.dcps.dc.gov/>

²³ Local Environmental Education Providers <http://osse.dc.gov/node/1113332>

- 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.
- DCPS is drafting its first Sustainability Action Plan, which describes how DCPS can address opportunities and challenges related to sustainability and school facilities, and improve the lives of students and residents. The one goal of the draft plan is to empower students as decision makers, and includes environmental literacy strategy that supports the District's environmental literacy plan.

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.

Plans for Expansion of Environmental Education in the District

During the 2018-2019 school year, OSSE's Environmental Literacy Program plans to:

- Continue 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.

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.

HEALTHY SCHOOLS ACT REPORT ATTACHMENTS

ATTACHMENT 1

Locally Grown and Unprocessed Tracking Log (Sample)

[illegible]

ATTACHMENT 2

What's Local Posters





District of Columbia
Office of the State Superintendent of Education

Food item
name & picture

Farm Name, Location and
Picture of Farm or Farmer



WHAT'S LOCAL IN

month



The Healthy Schools Act considers "local" to be anything grown in **DC, MD, VA, WV, NC, PA, DE, and NJ.**

ATTACHMENT 3
Choose What's in Season! Poster



ATTACHMENT 4
2018 NSLP Equipment Assistance Grant Recipients

SCHOOL NAME	LEA	TOTAL FUNDS GRANTED
Maya Angelou	DYRS	10,435.00
Eagle Academy PCS	Eagle Academy PCS	5,218.00
Amidon-Bowen ES	DCPS	21,186.67
The Children's Guild PCS	The Children's Guild DC PCS	8,462.00
Miner ES	DCPS	21,186.66
Malcom X	DCPS	21,186.66
DC Bilingual PCS	DC Bilingual PCS	13,602.00
Howard Middle School of Math and Science	Howard Middle School of Math and Science PCS	3,500.00

ATTACHMENT 5
 Growing Healthy Schools Month Registration by School,
 School Year 2017-18

SCHOOL NAME
Anacostia High School
Anne Beers ES
Barnard Elementary School
Bridges PCS
Brightwood Education Campus
Capital City PCS
Cardozo Education Campus
Center City PCS Brightwood
Center City Public Charter School - Capitol Hill Campus
DC Bilingual Public Charter School
E.L. Haynes
Early Childhood Academy PCS
Eastern Senior High School
Eliot-Hine Middle School
Elsie Whitlow Stokes Community Freedom Public Charter School
Friendship PCS
Janney Elementary
JO Wilson Elementary School
John Eaton
KIPP DC: Heights Academy
Lafayette Elementary
LaSalle Backus Education Campus
Ludlow-Taylor Elementary
Malcom X Elementary School
Marie Reed Elementary School
Miner Elementary School
Seaton Elementary School
SEED DC PCS
Simon Elementary
Somerset Prep DC
St. Coletta School

Stanton Elementary
The Episcopal Center for Children
The SEED School of Washington, DC
Theodore Roosevelt High School
Truesdell Education Campus
Tubman
Washington Yu Ying PCS

ATTACHMENT 6
FoodCorps Service Sites and School Sites, School Year 2017-18

SCHOOL NAME	SERVICE SITE (IF DIFFERENT FROM SCHOOL)
Center City PCS Trinidad	Washington Youth Garden
KIPP Webb Campus	
Hendley Elementary School	
Bishop Walker Schools for Boys	
Malcolm X Elementary School	Kid Power
Stanton Elementary School	
Barnard Elementary School	
JO Wilson Elementary School	
Friendship Woodridge	
DC Bilingual PCS	
Leckie Education Campus	

ATTACHMENT 7

School Garden and Farm-to-School Advisory Committee Members, School Year 2017-18

COMMITTEE MEMBER NAME	ORGANIZATION
Alex Dobbs	Revolution Foods
Amy Bachman	DC Central Kitchen
April Martin	REAL School Gardens
Ariel Trahan	Anacostia Watershed Society
Audrey Williams	Public Charter School Board
Barbara Percival	Watkins Elementary School
Beth Gingold	Department of General Services
Grace Manubay	OSSE
Ibti Vincent	Slow Food DC
Jennifer Mampara	FRESHFarm Markets
Josh Singer	Department of Parks and Recreation
Kaifa Anderson-Hall	Community Member
Kamili Anderson	DC State Board of Education
Katie Nash	DC Central Kitchen
Lea Howe	DC Greens
Lola Bloom	DC Bilingual PCS
Nadia Mercer	Washington Youth Garden
Nancy Huvendick	21st Century School Fund
Patricia Doan	District Department of the Environment
Rebecca Davis	D.C. Environmental Education Coalition
Rebecca Lemos	City Blossoms
Sandra Farber	University of the District of Columbia
Sarah Benardi	DC Greens
Susan Boyd	Concern International
Marjorie Share	Creative Solutions
Sally Parker	DCPS
Kelsey Weisgerber	Mundo Verde PCS
Christopher Bradshaw	Dreaming Outloud
Maddie Morales	The Common Market
Karen Davison	Food Corps
Ronnie Webb	The Green Scheme

ATTACHMENT 8
Active School Garden List (by Ward),
School Year 2017-18

WARD	LEA	SCHOOL NAME	NEW OR RE-ESTABLISHED GARDENS	TOTAL NUMBER OF YEARS ACTIVE
1	DCPS	Bancroft Elementary School		7
1	DCPS	Benjamin Banneker HS	X	1
1	Briya PCS	Briya Public Charter School	X	6
1	DCPS	Bruce-Monroe Elementary School @ Park View		7
1	DCPS	Cardozo High School		4
1	DCPS	Cleveland Elementary School		7
1	DCPS	Columbia Heights Education Campus		6
1	Creative Minds International PCS	Creative Minds International Public Charter School		3
1	DC Bilingual PCS	DC Bilingual Public Charter School		6
1	E.L. Haynes PCS	E.L. Haynes Public Charter School Georgia Avenue - Middle School		7
1	DCPS	H.D. Cooke Elementary School		7
1	Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Math and Science Public Charter School	X	2
1	LAYC Career Academy PCS	Latin American Youth Center Career Academy Public Charter School		2
1	DCPS	Marie Reed Elementary School		7
1	Meridian PCS	Meridian Public Charter School	X	4
1	Sela PCS	Sela Public Charter School		4
1	Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy Public Charter School		2
1	DCPS	Tubman Elementary School		7
2	Mundo Verde Bilingual PCS	Mundo Verde Bilingual Public Charter School		7

WARD	LEA	SCHOOL NAME	NEW OR RE-ESTABLISHED GARDENS	TOTAL NUMER OF YEARS ACTIVE
2	DCPS	School Without Walls at Francis Stevens		6
2	PRIVATE	The British School of Washington		7
2	DCPS	Thomson Elementary School		6
3	DCPS	Eaton Elementary School		7
3	PRIVATE	Georgetown Day		7
3	DCPS	Janney Elementary School		7
3	DCPS	Key Elementary School		6
3	DCPS	Mann Elementary School		7
3	PRIVATE	Maret School		7
3	DCPS	Murch Elementary School	X	6
3	DCPS	Oyster-Adams Bilingual School		6
3	DCPS	Stoddert Elementary School		7
3	PRIVATE	The Episcopal Center for Children	X	1
3	PRIVATE	The Field School	X	1
3	DCPS	Wilson High School		7
4	DCPS	Barnard Elementary School		7
4	DCPS	Brightwood Education Campus		4
4	Capital City PCS	Capital City Public Charter School - High School		5
4	Capital City PCS	Capital City Public Charter School - Lower School		6
4	Capital City PCS	Capital City Public Charter School - Middle School		5
4	Center City PCS	Center City- Brightwood Campus Public Charter School	X	2
4	Center City PCS	Center City Petworth Campus Public Charter School		2
4	District of Columbia International School PCS	District of Columbia International School	X	1
4	E.L. Haynes PCS	E.L. Haynes Public Charter School Kansas Avenue - Elementary School		7

WARD	LEA	SCHOOL NAME	NEW OR RE-ESTABLISHED GARDENS	TOTAL NUMER OF YEARS ACTIVE
4	Hope Community PCS	Hope Community Public Charter School - Lamond	X	4
4	DCPS	Lafayette Elementary School		7
4	DCPS	Lasalle-Backus Elementary School	X	1
4	PRIVATE	Lowell School		7
4	DCPS	Powell Elementary School	X	4
4	Roots PCS	Roots Public Charter School		6
4	PRIVATE	Sidwell Friends		7
4	PRIVATE	St. Columba's Nursery School		7
4	Washington Latin PCS	Washington Latin Public Charter School - Middle		5
4	Washington Latin PCS	Washington Latin Public Charter School - Upper		5
4	DCPS	West Education Campus		6
4	DCPS	Whittier Education Campus		3
5	DCPS	Burroughs Education Campus		6
5	Center City PCS	Center City Public Charter School-Trinidad Campus		7
5	DC Prep PCS	DC Preparatory Academy Public Charter School Edgewood Elementary		6
5	DC Prep PCS	DC Preparatory Academy Public Charter School Edgewood Middle		2
5	Elsie Whitlow Stokes Community Freedom PCS	EW Stokes Freedom Public Charter School		7
5	Friendship PCS	Friendship Public Charter School - Woodridge Elementary		5
5	Friendship PCS	Friendship Public Charter School - Woodridge Middle		5
5	Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration Public Charter School		2
5	KIPP DC PCS	KIPP DC Northeast Academy		4

WARD	LEA	SCHOOL NAME	NEW OR RE-ESTABLISHED GARDENS	TOTAL NUMER OF YEARS ACTIVE
5	KIPP DC PCS	KIPP DC Public Charter School Connect Academy		3
5	KIPP DC PCS	KIPP DC Public Charter School Spring Academy		3
5	KIPP DC PCS	KIPP DC Webb Academy	X	1
5	DCPS	Langley Education Campus		5
5	Latin American Montessori Bilingual PCS	Latin American Montessori Bilingual Public Charter School- South Dakota Campus		4
5	Lee Montessori PCS	Lee Montessori Public Charter School	X	2
5	Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy Public Charter School		7
5	DCPS	McKinley Technology High School	X	4
5	Perry Street Preparatory PCS	Perry Street Preparatory Public Charter School	X	4
5	Washington Yu Ying PCS	Washington Yu Ying Public Charter School		7
6	DCPS	Amidon-Bowen Elementary School		5
6	DCPS	Capitol Hill Montessori @ Logan		7
6	DCPS	Eastern High School		7
6	DCPS	Eliot-Hine Middle School	X	3
6	DCPS	J.O. Wilson Elementary School		5
6	DCPS	Jefferson Middle School		6
6	Kingsman Academy PCS	Kingsman Academy		3
6	DCPS	Ludlow-Taylor Elementary School		5
6	DCPS	Maury Elementary School	X	6
6	DCPS	Miner Elementary School		7
6	DCPS	Peabody Elementary School		7
6	DCPS	School Within School at Goding		7
6	DCPS	Seaton Elementary School		7
6	DCPS	Tyler Elementary School		7
6	DCPS	Van Ness Elementary School	X	1

WARD	LEA	SCHOOL NAME	NEW OR RE-ESTABLISHED GARDENS	TOTAL NUMER OF YEARS ACTIVE
6	DCPS	Walker-Jones Education Campus		7
6	DCPS	Watkins Elementary School		7
7	DCPS	Beers Elementary School		7
7	Bridges PCS	Bridges Public Charter School		7
7	DCPS	Burrville Elementary School		3
7	DC Prep PCS	DC Preparatory Academy Public Charter School Benning Elementary Campus		6
7	DC Prep PCS	DC Preparatory Academy Public Charter School Benning Middle Campus		5
7	PRIVATE	DuPont Park School		2
7	Friendship PCS	Friendship Public Charter School - Blow Pierce Elementary		6
7	Friendship PCS	Friendship Public Charter School - Blow Pierce Middle		6
7	DCPS	Houston Elementary School		3
7	IDEA PCS	IDEA Public Charter School		2
7	DCPS	Kelly Miller Middle School	X	4
7	DCPS	Kimball Elementary School		7
7	Maya Angelou PCS	Maya Angelou Public Charter School		2
7	DCPS	Nalle Elementary School	X	6
7	DCPS	Neval Thomas	X	1
7	DCPS	Randle Highlands Elementary School		5
7	DCPS	River Terrace Elementary School		4
7	SEED PCS of Washington, DC	SEED Public Charter School		6
7	DCPS	Smothers Elementary School		6
7	DCPS	Sousa Middle School		5
7	St. Coletta Special Education PCS	St. Coletta Special Education Public Charter School		7
8	DCPS	Anacostia High School		5

WARD	LEA	SCHOOL NAME	NEW OR RE-ESTABLISHED GARDENS	TOTAL NUMER OF YEARS ACTIVE
8	Private School	Bishop Walker School for Boys	X	1
8	Cedar Tree Academy PCS	Cedar Tree Academy Public Charter School		3
8	DC Prep PCS	DC Preparatory Academy Public Charter School Anacostia Elementary		2
8	Democracy Prep Congress Heights PCS	Democracy Prep Public Charter School- Congress Heights		3
8	Eagle Academy PCS	Eagle Academy Public Charter School Congress Heights		3
8	PCS	Excel Academy Public Charter School		7
8	Friendship PCS	Friendship Public Charter School - Tech Prep High School		4
8	Friendship PCS	Friendship Public Charter School - Tech Prep Middle School		3
8	DCPS	Hendley Elementary School		4
8	DCPS	Ketcham Elementary School		3
8	DCPS	King Elementary School		5
8	KIPP DC PCS	KIPP DC Public Charter School Heights Academy		3
8	DCPS	Leckie Elementary School		4
8	DCPS	Malcolm X Elementary School at Green		3
8	DCPS	Orr Elementary School		7
8	DCPS	Patterson Elementary School	X	1
8	Rocketship DC PCS	Rocketship DC PCS	X	1
8	DCPS	Simon Elementary School		3
8	DCPS	Stanton Elementary School		3
8	Thurgood Marshall Academy PCS	Thurgood Marshall Academy Public Charter School		7
8	DCPS	Turner Elementary School		3

ATTACHMENT 9
2017 School Garden Grant Recipients by School

SCHOOL NAME	PARTNER ORGANIZATION	WARD	LEA
Beers Elementary School	FRESHFARM FoodPrints	7	DCPS
Capital City PCS	DC Greens	4	Capital City PCS
Creative Minds International PCS	Creative Minds International PCS	5	Creative Minds International PCS
DC Bilingual PCS	DC Bilingual PCS	5	DC Bilingual PCS
School Without Walls at Francis Stevens	FRESHFARM FoodPrints	2	DCPS
Ketcham Elementary School	REAL School Gardens	8	DCPS
Kimball Elementary School	FRESHFARM FoodPrints	7	DCPS
Langley Elementary School	FRESHFARM FoodPrints	5	DCPS
LaSalle Elementary School	City Blossoms	4	DCPS
Ludlow-Taylor Elementary School	FRESHFARM FoodPrints	6	DCPS
Marie Reed Elementary School	FRESHFARM FoodPrints	1	DCPS
Miner Elementary School	Cultivate the City	6	DCPS
School-Within-School @Goding	FRESHFARM FoodPrints	6	DCPS
Seaton Elementary School	City Blossoms	6	DCPS
Simon Elementary School	FRESHFARM FoodPrints	8	DCPS
Stanton Elementary School	Kid Power Inc.	8	DCPS
Tyler Elementary School	FRESHFARM FoodPrints	6	DCPS
Washington Yu Ying PCS	DC Greens	5	Washington Yu Ying PCS

ATTACHMENT 10
Healthy Schools Act – School Health Profile Data
2018 Results, All Schools

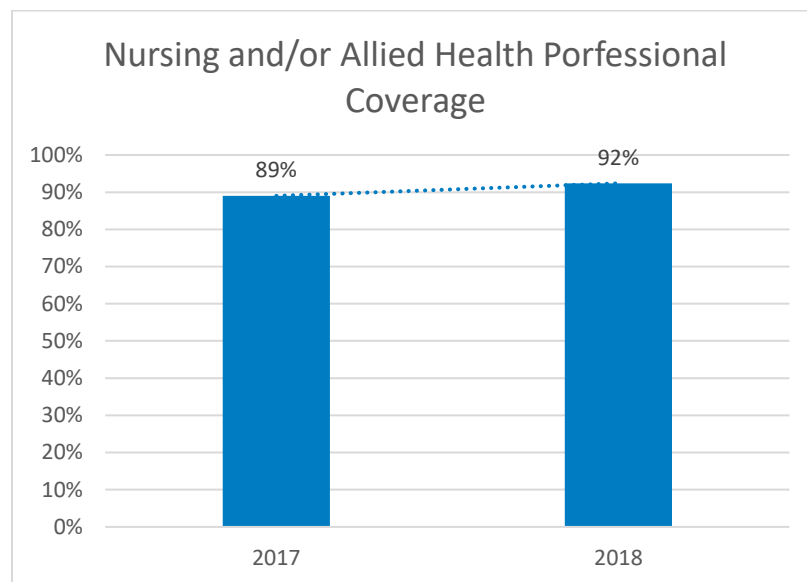
All data presented below was self-reported by the school principal or school designee. Ninety-four percent of eligible schools responded to the 2018 School Health Profile.

Section 1: School Profile

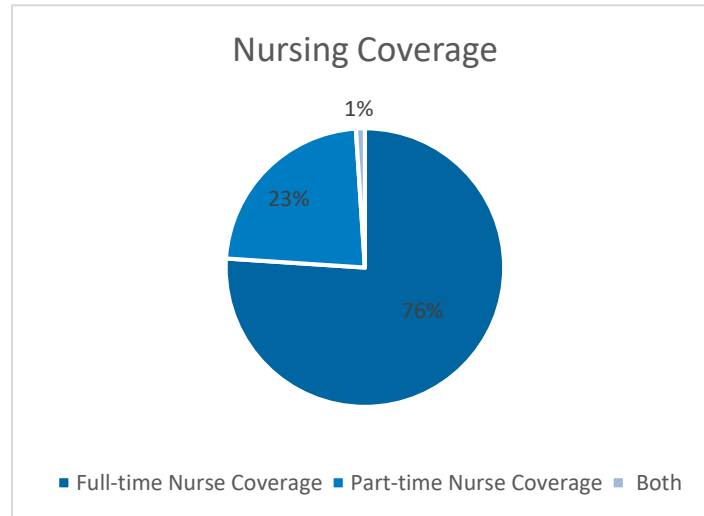
- N/A

Section 2: Health Services

- 92% of schools had nursing and/or allied health professional coverage in their school. There was a 3% increase in nursing and/or allied health professional coverage from last year.



- 76% 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

POSITION	PERCENTAGE OF SCHOOLS
Psychiatrist full-time	2%
Psychiatrist part-time	8%
Psychologist full-time	54%
Psychologist part-time	29%
LICSW full-time	64%
LICSW part-time	15%
LICSW full-time or part-time	60%

- Schools reported offering various training exposure for staff, students, and parents on school anti-bullying policies, with a majority of schools offering professional development for school staff and written materials for students and parents (see table).

TYPE OF TRAINING PROVIDED FOR EACH AUDIENCE ON ANTI-BULLYING POLICY*				
	Professional Development (internal)	Webinars	Written Materials	Outside Organizations
School staff	92%	30%	80%	21%
Students	56%	8%	77%	31%
Parents	37%	5%	79%	21%

**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	57%
Prevention materials and resources for infectious diseases (HIV/AIDS, sexually transmitted infections, meningitis, etc.)	43%
Prevention materials and resources for chronic diseases (diabetes, obesity, asthma, etc.)	56%
Screening, testing, and/or treatment for infectious diseases (HIV/AIDS, sexually transmitted infections, meningitis, etc.)	12%
Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)	30%

**Schools selected all options that applied*

Section 3: Health Education Instruction

- 68% of schools had one or more instructors that taught both physical education and health education.
- 28% of schools have at least one teacher who taught only health education.

GRADES	AVERAGE HEALTH EDUCATION INSTRUCTION MINUTES PER WEEK
K-5	41
6-8	71
High School	135

Section 4: Physical Education Instruction

- Average Physical Education minutes reported (see table):

GRADES	AVERAGE PHYSICAL EDUCATION INSTRUCTION MINUTES PER WEEK
K-5	88
6-8	133
High School	187

- Average Physical Activity minutes reported within Physical Education (see table):

GRADES	AVERAGE PHYSICAL ACTIVITY MINUTES WITHIN PHYSICAL EDUCATION PER WEEK
K-5	80
6-8	124
High School	172

- Percentage of schools meeting Healthy Schools Act requirements for Physical Education minutes:

GRADE	HEALTHY SCHOOLS ACT REQUIREMENT: AVERAGE MINUTES PER WEEK	PERCENTAGE OF SCHOOLS MEETING THE HEALTH SCHOOLS ACT PHYSICAL EDUCATION MINUTE REQUIREMENTS
K-5	150 minutes	19%
6-8	225 minutes	21%

- Schools reported offer various strategies to promote physical activity (see table):

PERCENT OF SCHOOLS THAT OFFER STRATEGIES DURING OR OUTSIDE OF REGULAR SCHOOL HOURS TO PROMOTE PHYSICAL ACTIVITY	
Active recess	82%
After-school activities	89%
Athletic programs	81%
Bike to school	29%
Movement in the classroom	73%
Safe routes to school	41%
Walk to school	71%
None	1%

**Schools selected all options that applied*

Section 5: School Nutrition

- 92% of schools had cold, filtered water available during meal times.
- 10% of schools had a vending machine available to students before/after school hours.
- 10% of schools had a school store available to students before/after school hours.
- 3% 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 SCHOOLS OFFER FRUIT AND/OR NON-FRIED VEGETABLES ON SCHOOL GROUNDS*			
	Available free / at no cost	Available for purchase	Not available
A La Carte in cafeteria	57%	5%	54%
Near the cash register in the service line	85%	4%	23%
By the entrée selections in the service line	70%	6%	13%
At the beginning of the lunch line in the service line	43%	3%	25%
Elsewhere on school grounds	37%	2%	43%

*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):

METHODS SCHOOLS USE TO DISTRIBUTE LEA LOCAL WELLNESS POLICIES*	
Distributed to foodservice staff	41%
Distributed on the school website	51%
Distributed on the school main office	51%
Distributed to parent and teacher organizations	29%

METHODS SCHOOLS USE TO DISTRIBUTE SCHOOL MENUS FOR BREAKFAST AND LUNCH*	
Distributed to foodservice staff	66%
Distributed on the school website	62%
Distributed on the school main office	73%
Distributed to parent and teacher organizations	28%

METHODS SCHOOLS USE TO DISTRIBUTE NUTRITIONAL CONTENT OF EACH MENU ITEM*	
Distributed to foodservice staff	50%
Distributed on the school website	25%
Distributed on the school main office	32%
Distributed to parent and teacher organizations	17%

METHODS SCHOOLS USE TO DISTRIBUTE INGREDIENTS OF EACH MENU ITEM*	
Distributed to foodservice staff	43%
Distributed on the school website	15%
Distributed on the school main office	24%
Distributed to parent and teacher organizations	8%

METHODS SCHOOLS USE TO DISTRIBUTE INFORMATION ON WHERE FRUITS AND VEGETABLES SERVED IN SCHOOL MEALS ARE GROWN AND WHETHER GROWERS ARE ENGAGED IN SUSTAINABLE AGRICULTURE PRACTICES*	
Distributed to foodservice staff	33%
Distributed on the school website	8%
Distributed on the school main office	19%
Distributed to parent and teacher organizations	9%

**Schools selected all options that applied*

- 92% of schools reported informing students and parents about vegetarian options available at their school.
- 89% of schools reported informing parents and students about milk alternatives available at school.

ATTACHMENT 11

Schools that Did Not Complete the Mandatory 2018 School Health Profile

SCHOOL NAME	LEA
Howard University Middle School of Math and Science PCS	Howard University Middle School of Math and Science PCS
Roots PCS	Roots PCS
Washington Math Science Tech PCS	Washington Math Science Tech PCS
Somerset Preparatory Academy PCS	Somerset Preparatory Academy PCS
Latin American Montessori Bilingual PCS	Latin American Montessori Bilingual PCS
Two Rivers PCS 4th St Middle	Two Rivers PCS
City Arts & Prep PCS	City Arts & Prep PCS
Lee Montessori PCS	Lee Montessori PCS
Harmony DC PCS-School of Excellence	Harmony DC PCS
Breakthrough Montessori PCS	Breakthrough Montessori PCS
Ellington School of the Arts	DCPS
Center City Shaw Campus PCS	Center City PCS
National Collegiate Prep PCS	National Collegiate Preparatory PCS
Two Rivers PCS 4th Street Elementary	Two Rivers PCS

All District public and public charter schools are required to annually complete the School Health Profile. In school year 2017-18, 210 District schools completed the School Health Profile.

Profiles are launched in January of each year and are available to complete by schools through the end of the school year. Schools complete the profiles online and OSSE returns the completed profiles in PDF format. OSSE offers frequent reminders to LEAs and schools throughout the winter and spring; all schools reflected in this chart were directly contacted multiple times by OSSE. OSSE also provides technical assistance and completion guidelines for LEA and school-level points of contact. All schools reflected in this chart will receive a notice from OSSE regarding annual compliance requirements for completing the School Health Profile, DC Official Code § 38-826.02.

ATTACHMENT 12
Schools with 2018 HPEA Completion Rates Under 10 Percent

SCHOOL NAME	LEA	GRADE REQUIRED FOR HPEA ADMINISTRATION	HPEA COMPLETION RATE
Lafayette Elementary School	DCPS	5	0.93%
Democracy Prep Congress Heights PCS	DC Prep PCS	5	9.33%
Anacostia High School	DCPS	8	0.00%
Cardozo Education Campus	DCPS	8	0.00%
CHOICE Academy @ Wash Met	DCPS	8	0.00%
Democracy Prep Congress Heights PCS	DC Prep PCS	8	0.00%
District of Columbia International School	District of Columbia International School PCS	8	0.00%
Eliot-Hine Middle School	DCPS	8	0.00%
Kramer Middle School	DCPS	8	0.00%
Jefferson Middle School Academy	DCPS	8	1.11%
Sousa Middle School	DCPS	8	2.30%
Washington Metropolitan High School	DCPS	8	4.00%
Washington Metropolitan High School	DCPS	High School Health	9.68%

All District public and public charter schools are required to annually administer the Health and Physical Education Assessment (HPEA) in grades 5, 8, and high school health. Schools are able to view their assessment completion rates in real-time using the Qlik application.

Schools are contacted by OSSE beginning in January of each year to prepare for spring administration. OSSE offers frequent reminders to LEAs and schools throughout the winter and spring; all LEAs for the schools reflected in this chart were contacted multiple times by OSSE to complete the HPEA. OSSE also provides technical assistance and trainings for LEA health and assessment points of contact, and assessment administration guides at the LEA- and school-level. All schools reflected in this chart have a completion rate of under 10 percent for school year 2017-18.

ATTACHMENT 13
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-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, to include Health and PE standards.	OSSE	2018	To complement resources previously created that align with - NGSS and College, Career, and Civic Life (C3) Framework for Social Studies State Standards, OSSE has identified Health and PE standards that have potential correlation to environmental literacy.	● ● ● ●
	ii. Integrate environmental literacy concepts into existing DCPS scope and sequence documents by grade band.	DCPS	2017	Curriculum units for high school environmental science have been posted on the OSSE website. These instructional sequences were created by District high school teachers with input from community partners.	● ● ● ○
	iii. Utilize Environmental Literacy Leadership Cadre to identify and promote best practices currently in place in District schools.	OSSE	Ongoing	OSSE successfully recruited a second cohort of teachers for a two-year commitment. OSSE continues to engage and support schools from the first cohort ("alumni schools") to assist in sustainability of environmental programs.	● ● ● ○

	iv. Develop a vetting process for environmental education providers to validate quality programs that support standards.	OSSE UDC DCEEC	2019	OSSE and DCEEC will host a training in NAAEE's Environmental Education Materials: Guidelines for Excellence in November 2018.	●●●○
B. Create Districtwide scope and sequence document for environmental science that aligns with AP Environmental Science exam.	i. Identify team of educators and community partners to draft the document.	OSSE	summer 2018	Some of the teachers who created the high school instructional sequences expressed interest in forming a community of practice for high school environmental science teachers to create a more comprehensive program across District high schools.	●○○○
	ii. Select LEAs to pilot documents during the 2017-18 school year.	OSSE	2019		
	iii. LEAs choose to adopt or align their own documents.	DCPS charter LEAs	2020		
C. 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	2018	DCEEC and Casey Trees have created maps that identify green space within a walking distance from every District school to be used as an extension of the school grounds for learning. DCEEC has shared the maps with the Environmental Literacy Leadership Cadre to gather feedback on how they might be used, and is determining next steps.	●●○○
	ii. Create a new standards-based environmental literacy framework specifically for middle and high schools (current one is best for elementary schools) that includes Meaningful Watershed Educational	OSSE DCEEC	2020		○○○○

	Experience integration to scaffold into their curriculum.				
D. Create systems of support for principal and District LEA leadership to build awareness and engagement around environmental literacy.	i. Identify interested school sites and host at least two opportunities per year that range from briefing meetings to immersive professional learning experiences.	OSSE DCPS charter LEAs	Begin in summer 2017		○ ○ ○ ○
E. Ensure environmental literacy materials are readily available through online dissemination.	i. Promote the use of existing resources and websites by adding website content at least twice per year.	DCEEC	2020	OSSE host resources on its environmental literacy webpage. The Sustainable DC Plan 2.0 calls for the creation of a database of resources.	● ● ○ ○
	ii. Update DCPS internal online platform quarterly to include environmental literacy-specific page for curriculum and/or resources.	DCPS	summer 2017	DCPS plans to create a Canvas page specifically for environmental literacy in the coming school year.	● ○ ○ ○
	iii. Submit environmental literacy resources information to be published in the OSSE LEA Look Forward and PCSB Bulletin at least four times per year.	OSSE	Beginning summer 2017	Announcements have been made in the LEA Look Forward and also submitted to be included in the PCSB Wednesday Bulletin.	● ● ○ ○

<p>F. Provide students with exposure to green jobs and environmental careers and encourage student participation in these opportunities.</p>	<p>i. At least 300 students in District summer employment programs (such as DOEE's Green Zone Environmental Program and the Marion Barry Summer Youth Employment Program) receive exposure (minimum of one day) to environmental careers.</p>	<p>DOEE DOES UDC</p>	<p>Ongoing 2018</p>	<p>263 students were assigned to participate in DOEE's Green Zone Environmental Program, but only 161 students completed the program. At the end of the summer, DOEE will conduct an assessment of the program to determine barriers to participation and strategies to increase attrition.</p>	<p>● ● ○ ○</p>
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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. Establish pilot program to engage pre-service programs to provide environmental education as part of their coursework (such as teaching methods) with a target of 6 contact hours of training in environmental education.	OSSE	2020		○○○○
	ii. Identify and partner with a higher education institution to provide certification opportunities for middle and secondary teachers with a concentration in environmental science.	UDC			
		DDOE	2020		○○○○
		DCEEC			
B. Provide in-service teachers with workshops about how to teach environmental education	i. Create a crosswalk of the DCPS Essential Practices (new Teaching and Learning Framework) and the NAAEE <i>Guidelines for the Preparation and Professional</i>	DCPS	2017		○○○○
		DCEEC			

and foster environmental literacy.	<i>Development of Environmental Educators</i> to determine existing overlap and any gaps.				
	ii. Deliver high-quality workshops for teachers by competent EE professionals that increase content knowledge of teachers and increases comfort with teaching outside of the classroom.	DOEE OSSE UDC DCEEC	2018	OSSE and nonprofit partners delivered environmental workshops at DCPS Professional Development Days and at DCPS SciCon 2.0. OSSE partnered with the Washington Youth Garden to provide garden-based training for teachers.	● ● ○ ○
	iii. Create a Summer Academy for teachers that provides intensive training in relevant grade bands.	UDC OSSE	2020 2017	OSSE hosted a summer institute in 2017 for high school environmental science teachers.	● ○ ○ ○ ● ● ● ●
	C. Expand scope of outreach to school stakeholders to include administrative, operations, and facilities staff.	OSSE DGS	2020	Through a grant with OSSE, Audubon Naturalist Society has provided all-staff training for some schools within the Environmental Literacy Leadership Cadre.	○ ○ ○ ○ ● ● ○ ○

D. 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 OSSE	Ongoing	OSSE and DOEE partnered to provide Project Learning Tree training to DDOT's Urban Forestry Division. DOEE also provided Project WILD workshops for teachers and environmental education professionals.	● ● ○ ○
E. Provide ongoing support for communities of practice to collaborate and increase capacity and implement environmental literacy programs at schools.	i. Create Professional Learning Communities or other networks focused on environmental literacy.	OSSE	Ongoing	OSSE is working with the second cohort of the Environmental Literacy Leadership Cadre and piloting how to best engage schools from the first cohort (alumni schools) to encourage program sustainability.	● ● ○ ○

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. Identify and evaluate available environmental science courses and pathways at public secondary and postsecondary institutions in DC.	i. Conduct an annual inventory of environmental science courses.	DCPS charter LEAs	2018	The annual School Health Profile collects this information, and DCPS course enrollment is verified through the ASPEN system.	●●○○
	ii. Collect and analyze course grades and test scores.	OSSE	2018		○○○○
B. Ensure that all District high schools offer an environmental science course (or similar course, such as urban ecology).	i. Identify the existing barriers to schools offering these courses.	DCPS charter LEAs	2018		○○○○
	ii. Create plan to remove barriers at schools that do not offer any environmental courses.	OSSE	2019		○○○○
	iii. Create a community of practice for teachers to develop resources and Implement new scope and sequence documents.	OSSE	2017	Interested teachers were identified through the 2017 Environmental Literacy Summer Institute. OSSE will explore options regarding creating a formal community of practice with high school teachers.	●○○○

C. Ensure that every high school student has at least one Meaningful Watershed Educational Experience (MWEE) in their high school career, as outlined in the 2014 Chesapeake Bay Watershed Agreement.	i. Analyze the implementation and results of MWEEs in other state/jurisdictions to determine best practices and applications for the District.	OSSE		State and jurisdiction fact sheets are being developed by the Chesapeake Bay Program and will be posted on the website, Chesapeake Progress, in fall 2018. OSSE will then be able to compare its progress against other states in the watershed.	● ○ ○ ○
	ii. Develop a pilot environmental literacy program for high schools to include MWEEs.	OSSE UDC	2020		○ ○ ○ ○
D. Increase participation in environmental service-learning as part of the community service graduation requirement.	i. Update and send comprehensive information to the DCPS Office of Secondary School Transformation for inclusion in the DCPS Community Service Handbook and post on the OSSE website for all LEAs to access.	DCEEC OSSE	Begin in summer 2017	DCEEC plans to update the document and send to DCPS in fall 2018.	● ○ ○ ○
	ii. Meet with the DCPS community service coordinators and charter LEA representatives so they know about opportunities available.	OSSE DCPS charter LEAs	Begin in fall 2017		○ ○ ○ ○
	iii. Enhance school collaboration with environmental education providers to increase meaningful volunteer opportunities to students.	DPR UDC DCEEC	2018	Guidance document will be updated with information from the 2017 Environmental Literacy Plan, to be disseminated at DC Teachers Night in fall 2018.	● ○ ○ ○

	iv. Determine current number of students participating in environmental service-learning; determine whether the number increases over time.	DCPS charter LEAs	Begin in summer 2017 Ongoing		○ ○ ○ ○
E. Increase number of students exposed to environmental careers via work-based learning and job shadowing opportunities.	i. Develop materials for students and families informed by an employer-driven continuum of career readiness that will share information about educational qualifications and income levels for occupations in high-skill, high-demand sectors.	OSSE	2017	High school teachers drafted career profile sheets during the 2017 Environmental Literacy Summer Institute. OSSE plans to edit and format these documents to be released in early 2019.	● ○ ○ ○

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, health, and social studies standards.	i. Convene a panel to designate health standards that contain EL concepts and write corresponding justifications (e.g., Category 4: Disease prevention).	OSSE	In progress	Contact OSSE for relevant Health and Physical Education standards.	●●●●
	ii. Gather baseline data for SY15-16 science test and baseline data for the 2017-18 school year health test.	OSSE	2018	OSSE is in the process of developing a new science assessment, which will be administered during the 2018-19 school year.	○○○○
		DCPS	2019	DCPS began implementing a high school Life Science assessment in biology from NWEA's MAP in the 2017-18 school year.	
	iii. Conduct analysis to determine correlation between assessment performance and implementation of school-based environmental	OSSE	2020		○○○○

	programming to determine best practices.				
	iv. Identify opportunities to align environmental literacy efforts with science and health assessment item development.	OSSE	Ongoing	OSSE is in the process of developing a new science assessment, which will be administered during the 2018-19 school year.	● ○ ○ ○
B. Create environmental literacy assessment opportunities that are not test-driven.	i. Develop incentives and recognition for student participation and engagement in environmental projects, such as a capstone project, science fair project, portfolio, school environmental competition, and provide a showcase for student presentations.	DOEE DCPS DGS DCEEC	Ongoing	Student environmental literacy projects were highlighted at the Anacostia Environmental Youth Summit, DC STEM Fair, Climate Change Student Films Screening, and EcoRise Student Innovation Showcase.	● ● ○ ○
	ii. Catalogue efforts and create outlet to promote and recognize student achievements.	DCPS charter LEAs	2018		○ ○ ○ ○
C. Continue to incorporate environmental literacy into student assessment tools.	i. Participate in the development of the assessment items for the NGSS and Health and PE Standards and environmental literacy correlations.	OSSE	Ongoing	OSSE is in the process of developing a new science assessment, as the former assessment and scores were deemed invalid. This new science assessment will be field tested during the 2018-19 school year.	● ○ ○ ○

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. Utilize school facilities to support environmental concepts and practices.	i. In keeping with LEED (i.e., teaching tool credit IDc3) requirements, establish model schools that show the development of green building curricular integration best practices.	OSSE DCPS	Ongoing	OSSE has posted the applications for Green Ribbon Schools recognition winners on its website, so schools can learn from the applications. DGS highlights recycling and composting success stories on its webpage.	●○○○ ○○○○
	ii. Coordinated integration of HSA requirements as described in Section 501(Environment) at DCPS schools.	DGS	Ongoing		○○○○
	iii. Publish building performance data for energy, waste, and water and provide educators with easy access to technical specifications and drawings, summaries of green features, and policies, for all District-owned school buildings.	DGS	Ongoing	DGS hosts the website www.buildsmartdc.com which houses some of this data. Resources are still needed help teachers use the data in classroom instruction.	●○○○

	iv. Identify and provide an entity to provide technical support for charter LEAs related to school facilities.	DOEE PCSB	2019	The draft Sustainable DC Plan 2.0 begins to address some of these issues.	○ ○ ○ ○
B. Encourage and support outdoor learning experiences in outdoor schoolyard spaces.	i. 60 percent of schools will have active school gardens by the 2020-21 school year engaging 25 percent of students in the District.	DCEEC OSSE DOEE UDC	2020	Currently, there are 134 active school gardens sites in the District. This represents the highest number of gardens since records began in 2011. According to the School Garden Registration data, in school year 2017-18, 602 teachers taught at least five garden-based lessons (an increase of 149 teachers during the 2016-17 school year) and 14,617 students were exposed to 10 or more hours of garden-based education (an increase of 187 students reported during the 2016-17 school year).	● ● ● ○
	ii. Develop a maintenance plan to ensure school gardens, greenhouses, and outdoor classrooms are cared for in conjunction with school campuses.	DGS	2019	DOEE worked with a contractor to develop RiverTools: A Training Maintenance Kit for Schools, which includes case studies of RiverSmart Schools that explore the maintenance of conservation landscapes and low impact development installations.	● ● ○ ○
C. Encourage schools to apply to the U.S. Green Ribbon Schools program.	i. Create and implement a DC Green Schools recognition program.	OSSE DCEEC	2018	OSSE will create a subcommittee on the Healthy Youth and Schools Commission focused on green schools in fall 2018.	● ○ ○ ○
	ii. Submit four qualified applicants to the U.S. Green Ribbon Schools recognition program.	OSSE	Ongoing	DCEEC has identified potential applications for the 2018-19 school year and is working with them to complete applications.	● ● ○ ○
D. Create opportunities for students to utilize school buildings and	i. Create a pilot school ambassador program at five high schools that give green tours.	UDC DCPS	2018		○ ○ ○ ○

grounds for learning.					
	ii. Establish pilot program with the Department of Employment Services' Summer Youth Employment Program that focuses on environmental initiatives.	DOES	2018		○○○○
	iii. Explore opportunities to provide vocational training connected to green jobs.	DOES	2020	This action is being integrated into the draft Sustainable DC Plan 2.0.	○○○○

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.	OSSE	2019		○ ○ ○ ○
	ii. Ensure regular dissemination of information to encourage local, District-specific EE opportunities, such as environmental literacy guides, fact sheets, and teacher's night.	DCEEC	Ongoing	Teacher's Night at the US Botanic Garden has been scheduled for October 2018. An updated one-page handout that describes available environmental education providers, based on information from the Environmental Literacy Plan, will be available.	● ● ○ ○
B. Individual LEAs develop school-based environmental literacy programs based on the Environmental Literacy Framework.	i. Explore integration of science/EL into DCPS School-Level Scorecards.	DCPS	2020	School profiles on the DCPS website now include a sustainability section.	● ○ ○ ○
	ii. Identify how the implementation plans can increase the number of U.S. Green Ribbon Schools applications.	OSSE	2020	OSSE will explore the possibility of creating a committee focused on green schools in fall 2018.	● ○ ○ ○
	iii. Assist LEAs with the development of school-based environmental literacy	OSSE	Ongoing	OSSE continues to work schools represented in the first cohort of the Environmental Literacy Leadership Cadre. OSSE	● ● ○ ○

	programs that can be sustained over time.			is piloting different strategies to maintain engagement with this group of “alumni schools” to determine how to best provide assistance over time.	
	iv. Create approval process for LEA plans.	OSSE	2020	LEAs and DCPS schools in the Environmental Literacy Leadership Cadre are schools creating plans.	● ○ ○ ○
	v. Next update of Local Wellness Policy to include greater emphasis on environmental sustainability and alignment with the DC Environmental Literacy Plan.	OSSE	2018	Environmental sustainability remains part of the Local Wellness Policy. A review of schools’ policies will be conducted in 2019, to determine how robust the commitments are.	○ ○ ○ ○
C. Each District agency demonstrates commitment and ownership of an Environmental Literacy Scope of Work and Implementation Plan that supports schools.	i. Designate staff within each agency to support ELP efforts and to provide OSSE with yearly updates on progress.	DOEE DCPS DPR DOES DGS DOES UDC	2018	OSSE’s environmental literacy coordinator maintains contact with agency representatives. There has been some turnover but new contacts have been identified.	● ● ● ○
	i. Develop agency guidelines/training and templates for how to effectively partner with schools.	OSSE	2020		○ ○ ○ ○

D. Create state infrastructure for implementation of the ELP.	i. Regularly convene the Environmental Literacy Advisory Committee to review progress and provide implementation recommendations.	OSSE	Ongoing	The advisory committee will meet in fall 2018, as part of the new Healthy Youth and Schools Commission subcommittee on green schools.	● ○ ○ ○
	ii. Build capacity within OSSE to grow the program.	OSSE	2018	OSSE's environmental literacy program is part of the agency's Health and Wellness Division, which began a strategic planning process in summer 2018. This process will include a needs assessment for how the environmental literacy should grow over time.	● ○ ○ ○
	iii. Create opportunity for environmental representation on the Healthy Youth and Schools Commission.	OSSE	2020	OSSE will create a subcommittee focused on green schools in fall 2018.	● ○ ○ ○
	iv. Continue to incorporate environmental literacy indicators into School Health Profiles to help measure progress.	OSSE	Ongoing	Data from the School Health Profile has been incorporated into the yearly Environmental Education Update/Report and the 2017 E-LIT survey administered by NOAA on behalf of the Chesapeake Bay Program.	● ● ● ○

ATTACHMENT 14
Environmental Literacy Advisory Committee Members

COMMITTEE MEMBER NAME	ORGANIZATION
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 15
Schools that Received Environmental Education Programming in
School Year 2017-18

See next page for Environmental Education Programming excel sheets

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Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
District of Columbia Public Schools (DCPS)										
DCPS Alternative Schools										
CHOICE Academy at Wash Met	1	1								1
Inspiring Youth Program										
Luke C. Moore HS	1	1								1
Washington Metropolitan HS	1	1							1	1
Youth Services Center										
DCPS Alternative Schools Total	3	3	0	0	0	0	0	0	1	3
DCPS Special Education Schools										
River Terrace EC	1						1	1		
DCPS Special Education Schools Total	1	0	0	0	0	0	1	1	0	0
DCPS Adult/Vocational Schools										
Ballou STAY										
Roosevelt STAY	1							1		
Total	1	0	0	0	0	0	0	1	0	0
DCPS Schools										
Aiton ES	1					1		1	1	
Amidon-Bowen ES	1				1		1			
Anacostia HS	1	1					1		1	1
Ballou HS	1							1		
Bancroft ES	1					1	1	1		
Barnard ES	1				1	1	1		1	
Beers ES	1		1	1	1	1	1		1	1
Benjamin Banneker HS	1	1					1	1		1
Brent ES	1				1	1		1	1	
Brightwood EC	1				1		1			
Brookland MS										
Browne EC	1					1		1		
Bruce Monroe ES at Park View	1			1	1		1	1	1	
Bunker Hill ES	1		1		1					
Burroughs EC	1		1	1			1	1	1	
Burrville ES	1				1		1	1		
C.W. Harris ES	1				1			1		
Capitol Hill Montessori at Logan	1				1	1	1	1	1	
Cardozo EC	1	1				1	1	1	1	1
Cleveland ES	1				1		1		1	

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.

Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
Columbia Heights EC (CHEC)	1	1					1	1	1	
Coolidge HS										
Deal MS	1					1		1	1	
Dorothy Height ES	1				1			1		
Drew ES	1					1		1	1	1
Dunbar HS	1	1						1	1	1
Eastern HS	1	1				1	1	1		1
Eaton ES	1					1	1		1	1
Eliot-Hine MS	1						1			
Ellington School of the Arts	1	1						1		
Garfield ES	1				1			1		
Garrison ES	1				1			1	1	1
H.D. Cooke ES	1			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			
Houston ES	1			1	1		1			
Hyde-Addison ES	1				1	1				
J.O. Wilson ES	1					1	1	1	1	
Janney ES	1					1	1	1		1
Jefferson Middle School Academy	1						1			
Johnson MS	1								1	
Kelly Miller MS	1						1			
Ketcham ES	1				1	1	1	1	1	
Key ES	1			1	1	1	1	1	1	
Kimball ES	1			1			1		1	1
King ES	1				1		1		1	
Kramer MS	1								1	
Lafayette ES	1			1	1	1	1	1	1	
Langdon ES	1		1	1	1	1		1	1	1
Langley ES	1					1	1			
LaSalle Backus EC	1				1	1	1			
Leckie ES	1					1	1		1	
Ludlow-Taylor ES	1		1	1	1	1	1		1	
MacFarland MS	1								1	1
Malcolm X ES at Green	1			1	1	1	1	1		

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Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
Mann ES	1			1		1	1	1		
Marie Reed ES	1			1	1		1	1	1	
Maury ES	1			1	1	1	1	1	1	1
McKinley Middle School	1							1	1	
McKinley Technology HS	1	1					1	1	1	1
Miner ES	1						1		1	
Moten ES	1					1		1	1	
Murch ES	1				1		1		1	
Nalle ES	1				1		1	1		
Noyes EC	1					1				
Orr ES	1				1	1	1	1	1	1
Oyster-Adams Bilingual School	1				1		1		1	
Patterson ES	1					1	1		1	
Payne ES	1				1				1	
Peabody ES	1			1		1	1	1	1	
Phelps Architecture Construction and Engineering HS	1	1							1	1
Plummer ES										
Powell ES	1						1	1	1	
Randle Highlands ES	1				1		1	1	1	
Raymond EC	1					1				
Ron Brown College Preparatory HS	1							1	1	
Roosevelt HS	1							1		
Ross ES	1				1	1		1		1
Savoy ES	1				1					
School Within School at Goding	1			1	1	1	1	1	1	1
School Without Walls at Francis Stevens	1		1	1	1	1	1	1		
School Without Walls HS	1	1							1	1
Seaton ES	1			1			1	1	1	
Shepherd ES	1								1	
Simon ES	1			1	1		1		1	
Smothers ES	1				1	1	1			1
Sousa MS	1						1			
Stanton ES	1				1	1	1		1	1
Stoddert ES	1				1		1	1		
Stuart-Hobson MS	1								1	

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Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
Takoma EC										
Thomas ES	1				1		1			
Thomson ES	1						1	1	1	
Truesdell EC	1				1			1		
Tubman ES	1				1		1	1		
Turner ES	1						1			
Tyler ES	1			1	1	1	1		1	
Van Ness ES	1			1			1	1	1	
Walker-Jones EC	1				1		1		1	
Watkins ES	1			1			1	1	1	
West EC	1					1	1		1	
Wheatley EC	1							1	1	
Whittier EC	1						1		1	
Wilson HS	1	1					1	1	1	1
Woodson HS	1	1								1
DCPS Schools Subtotal	103	12	7	23	47	43	66	55	63	24
DCPS Overall TOTAL	108	15	7	23	47	43	67	57	64	27

Public Charter Schools										
Public Charter Alternative Schools										
Latin American Youth Center Career Academy PCS	1						1			
Maya Angelou Evans Campus PCS	1	1				1	1		1	1
The Next Step PCS										
Youthbuild PCS										
Public Charter Alternative Schools Total	2	1	0	0	0	1	2	0	1	1
Public Charter Special Education Schools										
St. Coletta Special Education PCS	1						1			1
Public Charter Special Education Schools Total	1	0	0	0	0	0	1	0	0	1
Public Charter Adult/Vocational Schools										
Academy of Hope Adult PCS										
Briya PCS	1						1			

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Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
Carlos Rosario International PCS										
Community College Preparatory Academy PCS										
Maya Angelou Adult Learning Center PCS										
Public Charter Adult/Voc Schools Total	1	0	0	0	0	0	1	0	0	0
Public Charter Schools										
Achievement Preparatory PCS - Elem										
Achievement Preparatory PCS - Middle	1				1					1
AppleTree Early Learning Center PCS - Columbia Heights										
AppleTree Early Learning Center PCS - Lincoln Park	1					1				
AppleTree Early Learning Center PCS - Oklahoma	1					1				
AppleTree Early Learning PCS - Southeast										
AppleTree Early Learning Center PCS - Southwest	1					1				
Basis DC PCS	1	1			1				1	1
Breakthrough Montessori PCS										
Bridges PCS	1						1			
Capital City PCS - High School	1	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		1	
Center City PCS - Capitol Hill	1				1					
Center City PCS - Congress Heights	1					1				
Center City PCS - Petworth	1				1	1	1			
Center City PCS - Shaw	1				1					
Center City PCS - Trinidad	1				1	1	1			
Cesar Chavez PCS for Public Policy - Capitol Hill	1								1	
Cesar Chavez PCS for Public Policy - Chavez Prep	1	1							1	1

Some experiences are one-day only (such as a presentation or field trip), others are multi-day programs.
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Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
Cesar Chavez PCS for Public Policy - Parkside MS	1								1	
Cesar Chavez PCS for Public Policy - Parkside HS	1	1							1	1
City Arts and Prep PCS										
Creative Minds International PCS	1			1	1	1	1		1	1
DC Bilingual PCS	1				1		1		1	
DC Preparatory PCS - Anacostia Elementary	1					1	1			1
DC Preparatory PCS - Benning Elementary	1					1	1			1
DC Preparatory PCS - Benning Middle	1						1			1
DC Preparatory PCS - Edgewood Elementary	1			1		1	1			1
DC Preparatory PCS - Edgewood Middle	1						1			1
DC Scholars PCS	1					1				
Democracy Prep PCS-Congress Heights	1				1	1	1		1	
District of Columbia International School	1						1			
E.L. Haynes PCS - Kansas Avenue (Elementary School)	1					1	1		1	
E.L. Haynes PCS - Georgia Avenue (Middle School)	1					1	1		1	
E.L. Haynes PCS - Kansas Avenue (High School)	1	1							1	1
Eagle Academy PCS - Capitol Riverfront										
Eagle Academy PCS - Congress Heights	1			1		1	1			
Early Childhood Academy PCS	1					1				
Elsie Whitlow Stokes Community Freedom PCS	1				1	1	1		1	
Excel Academy PCS	1		1		1	1	1			1
Friendship PCS-Armstrong	1				1				1	
Friendship PCS-Blow-Pierce Elementary	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	1

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Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
Friendship PCS - Collegiate Academy	1								1	
Friendship PCS - Online										
Friendship PCS - Southeast Elementary Academy	1				1	1			1	
Friendship PCS - Technology Preparatory Middle	1						1		1	
Friendship PCS - Technology Preparatory High	1						1		1	
Friendship PCS - Woodridge Elementary	1					1	1		1	1
Friendship PCS - Woodridge Middle	1				1	1	1			
Goodwill Excel Center PCS										
Harmony DC PCS-School of Excellence										
Hope Community PCS-Lamond	1					1	1		1	
Hope Community PCS-Tolson	1				1	1			1	1
Howard University Middle School of Math and Science PCS	1						1			
IDEA (Intergrated Design Electronics Academy) PCS	1	1	1				1		1	1
Ideal Academy PCS - North Capitol Street Campus ES	1								1	
Ingenuity Prep PCS	1					1				
Inspired Teaching Demonstration PCS	1				1	1	1		1	1
Kingsman Academy	1						1			
KIPP DC - AIM Academy PCS	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										
KIPP DC - Grow Academy PCS	1								1	
KIPP DC - Heights Academy PCS	1			1		1	1			
KIPP DC - KEY Academy PCS										
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					1				
KIPP DC - Quest PCS	1					1			1	

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Schools that Received Environmental Education Programming, 2017-18 School Year

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 17-18)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip or Bus Transportation Assistance (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
KIPP DC - Spring Academy PCS	1					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	1					1	1			
Mary McLeod Bethune PCS 16th St										
Mary McLeod Bethune Day Academy PCS Brookland Campus	1		1	1	1	1	1			1
Meridian PCS										
Meridian PCS 14th St	1					1	1			
Monument Academy										
Mundo Verde Bilingual PCS	1			1		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 - Legacy Prep	1					1				
Rocketship DC PCS - Rise Academy	1					1	1			
Roots PCS	1						1			
SEED (School for Educational Evolution and Development) PCS	1	1					1			1
Sela PCS	1						1			
Shining Stars Montessori Academy PCS	1					1				
Somerset Prep Academy PCS										
Sustainable Futures PCS										
The Children's Guild	1					1				
Thurgood Marshall Academy PCS	1	1					1			1
Two Rivers PCS 4th Street	1		1		1					
Two Rivers PCS Young	1					1	1		1	
Two Rivers PCS Middle										
Washington Global	1								1	
Washington Latin PCS - Middle School	1						1		1	1
Washington Latin PCS - Upper School	1	1					1		1	1
Washington Leadership Academy PCS										

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.

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Washington Math Science Tech PCS HS										
Washington Yu Ying PCS	1			1	1	1	1		1	1
Public Charter Schools Subtotal	91	10	5	8	23	46	52	0	43	30
PUBLIC CHARTER OVERALL TOTAL	95	11	5	8	23	47	56	0	44	32

DCPS	108	15	7	23	47	43	67	57	64	27
PUBLIC CHARTER	95	11	5	8	23	47	56	0	44	32
STATE TOTAL	203	26	12	31	70	90	123	57	108	59

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.