



## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

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#### School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades early learning to 12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

### U.S. Department of Education Green Ribbon Schools

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Name of Principal: Mr. Arthur Mola

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Francis L. Cardozo Education Campus

(As it should appear on an award)

*\*Private Schools: If the information requested is not applicable, write N/A in the space*

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

A handwritten signature in black ink, appearing to read "Arthur Mola".

Date: 1/25/23

(Principal's Signature)

Name of Superintendent: Dr. Kimberly J. Martin

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)



District Name: District of Columbia Public Schools

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

*KJ Martin*

Date: 1/27/23

(Superintendent's Signature)

**Nominating Authority's Certifications**

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: DC Office of the State Superintendent of Education

Name of Nominating Authority: Ms. Tia Marie Brumsted

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

**Tia Marie Brumsted**

Digitally signed by Tia Marie Brumsted  
Date: 2023.02.13 16:22:09 -05'00'

Date: 2/13/23

(Nominating Authority's Signature)

**SUBMISSION**

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

**Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

## SUMMARY NARRATIVE

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The Francis L. Cardozo Education Campus is located at 13<sup>th</sup> and Clifton Streets between the historic U St. Corridor and Columbia Heights in northwest Washington, D.C. The building, dedicated in 1917, was originally known as Central High School until 1950, when Cardozo Senior High School was moved from Rhode Island Avenue and 9<sup>th</sup> Street to its current location, and became one of three D.C. high schools for African American students. Between 2011 and 2013, the school was temporarily relocated while the building underwent a \$130 million renovation and was reopened as a LEED Gold Certified building. The school was renamed Cardozo Education Campus, having absorbed a middle school population from the recently closed Shaw Middle School. A Title 1 school, Cardozo currently serves 640 primarily Black and Latino students grades 6 through 12. Principal Mola is in his fifth year at Cardozo and supports any environmental and sustainability initiatives that are good for the school and that provide opportunities to engage the students. Much of Cardozo's environmental policies are driven by the students with the support of the teachers.

Over the years, environmental sustainability has become engrained in the Cardozo school culture. As far back as 2002, when students and staff established a Peace Garden/National Wildlife Foundation Certified Wildlife Habitat on the east side of the campus, up to the present day when students and staff continue to maintain the school garden at its post-renovation location of the west side of campus, outdoor learning and appreciation for nature have been foundations of Cardozo life. As a high-performance LEED Gold Certified building, the modernized campus includes skylights to maximize use of natural light; LED motion-sensor lighting; an 18,197 square foot green roof; and efficient mechanical, plumbing, and electrical systems designed to reduce energy consumption. In 2021, Cardozo obtained an ENERGY STAR Score (ESS) of 54, well above the District of Columbia's ESS median of 36. At Cardozo, 25 percent of the electricity is supplied by a wind power purchase agreement. The remaining 75 percent is offset by 100 percent Green-e® renewable energy credits (RECs). Cardozo Education Campus purchases environmentally preferable energy efficient Electronic Product Environmental Assessment Tool (EPEAT)-rated IT equipment, with 115 EPEAT Gold rated laptops, 178 Silver rated notebooks, and eight (8) Gold rated multi-functional devices.

For the past several years, recycling has become integrated into the school culture to the point where all staff and most students have become committed to recycling with fidelity. The building engineer is very knowledgeable and willing to share his knowledge with students and staff. All classrooms, offices and copy rooms have blue recycling bins for collecting cardboard, paper, metal cans, and plastic and glass bottles and containers. These bins are emptied weekly by our student recycling team and recyclables are placed in the enclosed outdoor compactor for pickup. The consistency and effectiveness of Cardozo's recycling program have earned it citywide recognition, including being on the DCPS Recycles! Honor Roll since 2014. Over the years, students have also participated in the national Make the Most of Food @ Home Challenge, sponsored by Recycle Leaders, to increase awareness of food waste, as well as the D.C. Recycle Right! Challenge and the Reduce First Competition sponsored by the D.C. Department of General Services.

The school garden has also become a space that is utilized by a number of teachers for their classes and enjoyed by various members of the community. The garden includes two rain barrels, 12 raised beds, and outdoor seating and learning space. The garden is maintained by students in the Mighty Greens Garden Club under the supervision of staff members and with the support of City Blossoms, a local non-

profit organization. The Mighty Greens are a student-led business cooperative, and students learn entrepreneurial skills by pricing and selling products from the garden at local markets in addition to gardening skills, food nutrition and preparation, and environmental stewardship.

Students have served as ambassadors for environmental sustainability in the community in numerous ways, such as participating in the annual Rooting D.C. festival and presenting workshops on urban gardening, attending the STEM Fair at Bruce-Monroe Elementary School and educating students on recycling, creating videos on climate change and presenting them at screenings at the National Geographic Museum, the Goethe Institute, and the D.C. Environmental Film Festival, and performing an air quality study using carbon dioxide sensors installed on the roof of the building. Twice a year, the Mighty Greens Garden Club sponsors a garden workday in which students, staff and community partners upgrade the garden space and prepare it for the seasonal change. Environmental sustainability has been an integral part of the Cardozo science curriculum, with related units and activities in middle school Earth Science and Physical Science classes, and in High School Biology, Environmental Science and Chemistry classes. Cardozo teachers have developed lesson plans on various aspects of environmental literacy, including lessons and units on composting, recycling, reducing solid waste, watershed management, wastewater management, and effects of surface runoff and solid waste on watersheds, as well as an environmental literacy unit plan for high school Chemistry. Teachers presented Environmental Literacy Curriculum Units to other science teachers at a citywide Professional Development Day.

Community partnerships have been an important part of Cardozo's environmental sustainability commitment. In addition to City Blossoms, our longstanding partners have included:

- Wilderness Leadership and Learning (WILL), providing outdoor experiences, environmental education, and life skills development for students;
- Anacostia Watershed Society (AWS), providing outdoor experiences and environmental stewardship opportunities for students;
- Smithsonian Institution Museums, providing field trip opportunities and classroom support for students; and
- Environmental Literacy Program at the Office of the State Superintendent of Education, providing training and curricular support for staff.

Other community partners provide support for student mental health and well-being, including Communities in Schools, Latin American Youth Center, CentroNia, New Heights, Connected Psychology, Unity Health Clinics, and the D.C. government's Safe Passage Program.

## NOMINEE INFORMATION

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**School, District (LEA), or Postsecondary Institution Name:** Cardozo Education Campus

**Category of Nomination** (School, District, or Postsecondary): School

Address: 1200 Clifton St., NW City: Washington State: DC Zip: 20009

Twitter: @CardozoEC Facebook: Cardozo High School

**Top Official** (School=Principal; District=Chancellor/CEO; Postsecondary Institution=President)

Title (Mr./Ms./Mrs./ Dr.): Mr. First Name: Arthur Last Name: Mola

Position/Role (Principal/ Chancellor/ CEO/ President): Principal

Email: [arthur.mola@k12.dc.gov](mailto:arthur.mola@k12.dc.gov) Phone: 202-673-7385

**Lead Applicant** (if different)

Title (Mr./Ms./Mrs./ Dr.):Dr. First Name: Steve Last Name: Donkin

Position or Role (e.g., Sustainability Director/ Facilities Director): Teacher

Email: [steve.donkin@k12.dc.gov](mailto:steve.donkin@k12.dc.gov) Phone: 240-988-7312

**Check all that apply:**

Early Learning

Elementary

Magnet

Non-Public

Middle X

High X

Two-Year

Four-Year

Public X

Charter

Community College

Career and Technical

**Provide percentages, if any are relevant to your school, district, or institution:**

Pell Recipients: 0%

Free and Reduced Price Lunch: 100%

Minority: 99%

Limited English Proficient: 43%

Special Education: 20%

Graduation Rate: 97% enrolled seniors; 67% from 9<sup>th</sup> grade year

Attendance Rate: 81%

**Provide the following:**

Total Enrolled: 640 Number of Schools: 1 Buildings: 1 Campuses: 1

# DOCUMENTATION OF SUSTAINABILITY ACHIEVEMENT

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## Pillar I: Efforts to Reduce Environmental Impact and Costs

### Energy Efficient Facilities and Practices

In 2013, the D.C. Department of General Services (DGS), the city agency that builds, maintains, and manages utilities for all schools in the District of Columbia Public Schools (DCPS) system, fully modernized the Cardozo Education Campus. The building, originally constructed in 1917, was transformed into a LEED Gold Certified facility. To achieve this certification, the school was designed and built to maximize energy efficiency and optimize the learning experience. Some design features that enhance Cardozo's energy efficiency include skylights to maximize use of natural light; LED motion-sensor lighting; an 18,197 square foot green roof; and efficient mechanical, plumbing, and electrical systems designed to reduce energy consumption. Renovations also included open stairwells to connect all building levels and improve air circulation, and an enclosed interior courtyard to house the cafeteria and adjacent east and west atria.

As a result of these capital improvements and ongoing energy-efficiency efforts, Cardozo obtained an ENERGY STAR Score (ESS) of 54 in 2021, placing the school well above the District of Columbia's ESS median of 36, ensuring Cardozo is in compliance with the District of Columbia's aggressive Building Energy Performance Standards (BEPS) law. BEPS requires all District government-owned buildings 10,000 square feet or greater to meet a certain ENERGY STAR score or equivalent metric over multiple compliance cycles.

At Cardozo and all DCPS facilities, 25 percent of the electricity load is supplied by a wind power purchase agreement. The remaining 75 percent is offset by 100 percent Green-e® renewable energy credits (RECs). Since 2013, DGS has continued to be annually rated by the Environmental Protection Agency as one of the top ten Green Power Partnerships for annually offsetting more than 100% of its electricity supply with REC purchases. DGS considered installing a solar array at Cardozo, but its feasibility study concluded that Cardozo was not an ideal candidate due to the presence of a large green roof, which was required for stormwater compliance purposes.

### Sustainable Purchasing: Energy Efficiency

Cardozo Education Campus purchases environmentally preferable energy efficient Electronic Product Environmental Assessment Tool (EPEAT)-rated IT equipment. Currently the school maintains a fleet of 115 EPEAT Gold rated laptops, 178 Silver rated notebooks, and eight (8) Gold rated multi-functional devices. All EPEAT products conform with certain required and optional criteria that promote sustainability in areas such as design, production, use, toxicity, energy, water use, packaging, and end-of-life disposal. Cardozo's use of EPEAT-rated products will result in combined savings of 41,635 kWh of energy over the full life cycle of these products, which amounts to \$2,447 in cost savings. Additionally, these EPEAT-rated products resulted in the reduction of 66,234 liters of water during the production process and avoided the creation of 1,373 kg of solid waste.

### Improving Water Quality, Efficiency, and Conservation

Cardozo's campus features multiple stormwater management structures. In addition to the 18,197 square foot green roof, the campus has an athletic field made of permeable surface with a retention volume of over 3,800 cubic feet. The campus also contains a snout which captures contaminants so only

clean rainwater can move through, and an underground filtration system that removes pollutants from the stormwater. Additionally, the school has two rain barrels to collect roof runoff in the front of the building for occasional use in watering the school garden. All bathrooms are equipped with sinks that operate touch-free and automatically shut off when not in use.

### **Ecological Beneficial Use of School Grounds**

For over 20 years, Cardozo has demonstrated a commitment to having outdoor spaces for learning. In 2002, in response to the September 11, 2001 terrorist attacks on the Pentagon and the World Trade Center, a Peace Garden was established on the east side of the Cardozo campus by staff and students as a place for reflective meditation and connecting with nature. With support from the D.C. Department of Energy and Environment's School Conservation Site program, the Peace Garden included two 7-foot by 5-foot beds, outdoor benches, a composting area, peace totem, and outdoor compass. In 2006, the Peace Garden became a National Wildlife Federation Wildlife Certified Wildlife Habitat. Casey Trees also planted trees on the grounds. The 2013 Cardozo modernization project resulted in the unfortunate loss of parts of the Peace Garden, but a new garden space was established on the west side of the campus which exists to this day. The newer garden area features a dozen raised beds and includes native plants, plus edibles, herbs, and flowers.

### **Reducing Waste Production**

Cardozo actively promotes and participates in waste diversion, reduction, reuse, and recycling throughout school operations. Cardozo has created and maintained a strong school-wide recycling program for many years. The recycling program's success can be attributed to growing student, teacher, staff, and administrator participation. Principal Mola actively supports the recycling program by sending weekly all-staff reminders via email and encourages the reduction of paper use by promoting the use of electronic documents instead. The student recycling team and the custodial team coordinate to ensure consistent trash and recycling collections are completed. The student recycling team collects cardboard, paper, plastic, metal and glass recyclables from classrooms and offices each week. Additionally, the student recycling team promotes recycling through posters, signage, and peer-led lessons. The custodial team is involved in planning and implementation of waste programming and receives training/professional development for sustainable waste management.

Cardozo's recycling program has earned citywide recognition for its consistency and effectiveness at reducing Cardozo's solid waste stream. Students have also participated in the national Make the Most of Food @ Home Challenge, sponsored by Recycle Leaders, to increase awareness of food waste, as well as the D.C. Recycle Right! Challenge and the Reduce First Competition sponsored by the D.C. Department of General Services. Cardozo has been recognized on the DCPS Recycles! Honor Roll, hosted by DGS, each year since 2014, until the award was placed on hold in 2020 (due to the pandemic).

### **Reducing Greenhouse Gas Emissions and Alternative Transportation**

Cardozo's commitment to environmental stewardship, as well as the challenge it faces of the school parking lot not being large enough to accommodate all staff, have spurred the administration's efforts to encourage alternative means of transportation. Approximately 95 percent of students and 20 percent of staff walk, bike, take the bus or metro, or carpool to school. The school has bike racks and a 19-dock Capital Bikeshare station at the corner of 11<sup>th</sup> and Clifton Streets, from which students and staff can borrow bicycles for a small membership fee. The fees for Cardozo staff are subsidized by the D.C. government. Student travel on Metro transit (rail and bus) is free due to the D.C. Department of Transportation's Kids Ride Free program.

## **Pillar II: Efforts to Improve the Health and Wellness of Students and Staff**

### **Green Cleaning and Maintenance:**

The custodial staff at Cardozo has access to green cleaning procedures as well as deep cleaning protocols using EPA approved cleaning supplies that follow CDC guidance. DCPS schools are encouraged to utilize these sustainable cleaning practices through use of EcoLogo and Green Seal certified products, which are recognized worldwide and guarantee the product has been manufactured in a sustainable way with minimal impact on the environment throughout its entire life cycle.

### **Ventilation**

In 2020, as part of the DGS initiative to mitigate the spread of COVID-19, Cardozo's Direct Outside Air System (DOAS) HVAC system was outfitted with MERV-13 air filters designed to capture 50% of particles size 0.3-1.0 micron and 85% of particles size 1.0-3.0 microns. These filters are replaced on a regular schedule according to recommended practice. Indoor Air Quality is further addressed through the provision of portable HEPA filters in all classrooms, big box spaces (cafeteria and gym), the main office, and most offices.

### **Pests and Pesticides**

Integrated pest management (IPM) is the strategy employed at Cardozo to manage pests and limit the use of chemical pesticides. Pesticides are not stored in or on school grounds and are only applied by licensed applicators and in accordance with regulations. When applied, pesticides are used in ways to minimize risk to people and announcements are made prior to application.

Cardozo utilizes preventative measures to minimize pests, including such practices as daily removal of trash and weekly removal of recyclables into separate secured outdoor compactors, daily vacuuming of carpets and mopping of floors, daily wiping down of desks and cafeteria tables, and use of glue-based, pesticide-free sticky traps or snap traps. Except for special events, food is not allowed outside the cafeteria, and all events are followed by immediate cleanup. Repeated messaging goes out to students on the importance of cleanliness.

Around the building and grounds, cracks and openings are immediately sealed, and leaks are immediately repaired. Trees and bushes are trimmed to remove spots that may harbor pests.

### **Nutrition and Physical Activity**

All students take physical education courses, which focus on physical activity and various aspects of health and nutrition. Middle school students are allowed a 30-minute outdoor recess period at lunch, and high school students have the option of physical activity in the gym during lunch. The school gym includes a weight training room that is available to all students and staff. A swimming class is offered which makes use of the in-house pool. The student intramural athletic program includes many competitive sports teams including soccer, tennis, football, cross-country running, volleyball, baseball and basketball.

The school garden, maintained by the student-led Mighty Greens Garden Club, in partnership with City Blossoms, produces a variety of vegetables, herbs and flowers which the students grow and harvest for sale at markets, donation to local food banks, and for personal consumption. The Mighty Greens also utilize the school's teaching kitchen to prepare meals using produce from the garden, and to learn about nutrition and food prep. The garden also serves as a teaching focal point for use by various classes in principles of ecology and experimental design as well as data collection. Students have also investigated



issues of food justice, urban gardening, and access to healthy foods in an urban setting. The school greenhouse is used by the Mighty Greens during the winter months to grow seedlings in preparation for spring planting in the garden.

Cardozo is a Title 1 school and all students receive free and nutritious daily breakfast and lunch in the school cafeteria. During the school year 2021-2022, students in the Social Justice class took on a project to advocate for healthier and more appetizing meals. The project culminated in student-made video presentations that were shared with DCPS Chancellor Lewis Ferebee, and as a result he came to the school to meet with the students and tour the cafeteria. The school menu was changed, and a schoolwide survey of students indicated that most were satisfied with the changes.

### **Health Education and Services**

All staff have been trained in facilitating restorative circles in their classrooms and other settings, and such circles have become a routine in classes as a way for teachers to check in regularly on students' emotional health. Several lunchtime groups have been formed by behavioral and mental health staff for both boys and girls in the various grade levels, and for newly arrived immigrant students, to provide a space for students to talk about issues and to help them navigate through the specific challenges related to their situations. All teachers also have an "advisory" group of about a dozen students with whom they meet monthly during special advisory periods. The purpose is to ensure that all students have at least one adult to whom they can go if they are experiencing a challenge or a problem. Staff advisors check in regularly with their caseloads of students and the students' families. All staff regularly receive Mandated Reporter training, as well as training in Trauma Informed Practices and Suicide Prevention.

Cardozo has many mental health support staff and partners, including counselors, social workers, psychologists, and a full-time Department of Behavioral Health staff member. An additional partner is Connected Psychology, which provides clinical psychological supports for students and staff. Cardozo students are also supported by the D.C. government's Safe Passage Program, which provides staff to assist students in safely arriving to and departing from school.

### **Family and Community Involvement**

Family and community engagement is a central focus of Cardozo's Comprehensive School Program (CSP). To support this directive, all staff engage in outreach and regular communication to actively recruit family and community members in our Local School Advisory Team (LSAT) and Parent Teacher Organization (PTO). Outreach is also conducted through social media via the school's Instagram, Facebook and Twitter accounts, and by extensive use of the Remind communication app. Regular family and community engagement activities, such as Hispanic Heritage Night, Black History Month celebrations and the annual We Are Cardozo activity night have been a staple of Cardozo's culture for years.

Numerous staff and community partners, such as Communities in Schools (CIS) and the Latin American Youth Center (LAYC) provide services to families which include groceries, clothing, toiletries, and legal and documentation support. CIS also sponsors a monthly family market on the school site that offers food, hygiene, and household supplies at no cost. The school contains an in-house medical clinic operated by Unity Healthcare, a daycare center for students with children operated by CentroNia, and the New Heights Program to support expecting and parenting students.

The Cardozo Mighty Greens Garden Club is a student cooperative that engages with the community by selling vegetables and flowers from the garden and seedlings from the greenhouse, as well as products made from garden plants (teas, herb salts, body cream), at school markets and community markets

throughout the year. Produce has also been donated to local food distribution centers such as Martha's Table. Students have presented workshops at the annual Rooting D.C. Conference and provided seed planting workshops for staff and community partners at the school. Twice a year, in the fall and spring, the garden club sponsors a garden workday in which students, staff and community partners upgrade the garden space and prepare it for the seasonal change. These environmental activities are communicated through signage in the school hallways, handouts to students, and announcements in staff emails and on closed circuit monitors in the hallways and lunchroom.

### **Pillar III: Efforts to Ensure Effective Environmental and Sustainability Education**

#### **Middle and High School Courses**

Environmental education and issues are incorporated in both middle school and high school science curricula. In middle school, environmental sustainability is part of units and activities in Earth Science and Physical Science classes. High school Biology classes include units on ecosystems and environmental sustainability, and Chemistry classes include a unit on the impacts of the chemical industry and nuclear energy on the environment. Teachers have also incorporated various lessons from the Cornerstones Initiative, including Carbon Footprint for Biology, Ocean Acidification for Chemistry, and Make a Solar Cooker for Physics. High school Advanced Placement Environmental Science and Biology courses were offered in past years, but current staffing shortages have necessitated their curtailment.

Data from student-conducted audits of recycling procedures have been incorporated into science curricula as student projects focused on improving school compliance. Cardozo students in science classes have participated in the Make the Most of Food @ Home Challenge, sponsored by Recycle Leaders, in which they collected data on the amounts of food waste produced in their homes and competed with other schools nationwide to reduce their food waste and brainstorm ideas for reducing food waste. Students also participated over several years in the 1-Minute Climate Change Film project in which they produced original 1-minute videos about different aspects of climate change. The videos were presented at a public screening at the end of each year, and a compilation of several years of student videos was scheduled for screening at the 2020 D.C. Environmental Film Festival. The in-person screening was cancelled due to the pandemic. The videos, however, were made available online for a limited time. Other classes have worked with community partners to provide students with hands-on experience working to improve the local environment. For example, since 2019, multiple teachers at Cardozo have utilized the EcoRise Sustainable Intelligence Program, a national curriculum that spans seven eco-themes, including energy, waste, food, water, public spaces, air quality, and transportation. These lessons are available in English and Spanish. During school year 2021-2022, a partnership with the Anacostia Watershed Society resulted in a field trip in which students worked to remove invasive plant species along the Anacostia River.

This past year, Cardozo was one of two schools selected to be in the first cohort of D.C. schools that will partner with the XQ Institute for a five-year curricular redesign centered on entrepreneurship. This work will reimagine everything from course offerings, scheduling, and internship opportunities in conjunction with the already existing NAF (National Academy Foundation) TransSTEM Academy, which is supported by rigorous STEM (Science, Technology, Engineering and Mathematics) and CTE (Career Technical Education) course offerings for both middle school and high school students.

#### **Additional Student Opportunities**

Since 2016, groups of Cardozo students have annually joined the year-long Wilderness Leadership and Learning (WILL) Program and gained valuable life skills such as financial literacy, self-sufficiency, goal

setting and accountability, teamwork, CPR and first aid, cultural appreciation, and nutrition. WILL is a local non-profit organization that also provides outdoor experiences such as camping, river canoeing, expeditions to local sites in the Chesapeake Watershed, and water quality and biodiversity monitoring activities in order to increase awareness of environmental stewardship. Graduates of the WILL program describe it as a life-changing experience.

### **Teacher Professional Development**

#### Film Editing and Filmmaking Workshops for 1-Minute Climate Change Film Project

As part of the 1-Minute Climate Change Filmmaking Project sponsored by the D.C. Environmental Education Consortium (DCEEC), several Cardozo teachers participated in a day-long film editing training by DCEEC and a filmmaking workshop at the American Film Institute (AFI).

#### Recycling

Several Cardozo science teachers and custodial staff completed recycling training from the D.C. Department of General Services (DGS). Since 2014, Cardozo has participated in the D.C. Recycle Right! Competition sponsored by DGS and garnered several awards.

#### Environmental Literacy Lesson Plans

- Several Cardozo teachers developed lesson plans on various environmental literacy topics in 2016 for DGS: composting, Reduce First (solid waste) Competition, and Recycle Right! Competition.
- Several Cardozo teachers have joined the D.C. Office of the State Superintendent of Education's (OSSE) Summer Institute for several years to develop Environmental Science Instructional Sequences and Environmental Literacy Curriculum Units. Deliverables included instructional sequences for watershed management, wastewater management, and effects of surface runoff and solid waste on watersheds, and an environmental literacy unit plan for high school Chemistry. Teachers presented Environmental Literacy Curriculum Units to other science teachers at a citywide Professional Development Day.