



# 2014-2015 SCHOOL HEALTH PROFILE FORM

---

## Healthy Schools Act of 2010

---

Under Section 602 of the *Healthy Schools Act of 2010* (L18-0209), each public school and public charter school within the District of Columbia is required to complete and submit the School Health Profile (SHP) form to the Office of the State Superintendent of Education (OSSE) on or before February 15<sup>th</sup> of each year.

---

Schools are also required to post the information requested in this School Health Profile form online, if the school has a website, and make the information available to parents in the main office.

---

***Any public school or public charter school that fails to complete and submit its School Health Profile form to OSSE on or before February 15<sup>th</sup> of each year will be out of compliance with Section 602 of the Healthy Schools Act of 2010.***

---

# 2014-2015 SCHOOL HEALTH PROFILE FORM

## Section 1: School Profile

1. Type of School \*

Public School

Public Charter School

Private School

2. LEA ID: **113**

3. School Code: **158**

4. Ward: **5**

5a. LEA Name\*

Community Academy

5b. School Name\*

Amos II

6. Does your school currently have a website?\*

Yes

No

6a. What is your school's website address?

www.capcs.org

7. Current number of students enrolled\*

**319**

8. Grades Served ~~gymnastics~~

PS

2

6

10

PK

3

7

11

K

4

8

12

1

5

9

Adult

Other

9a. Contact Name\*

Tanya Morgan

9b. Contact Email\*

tanyamorgan@capcs.org

9c. Contact Job Title\*

Principal

OSSE will contact this person if there are questions about the Profile. This person will automatically be added as a user for the 2015-2016 Healthy Schools Act School Health Profile and will receive a PDF copy of the completed HSA School Health Profile via e-mail for posting per section 602(c) of the Healthy Schools Act.

## Section 2: Health Services

*Recommended point of contact for this section: School Health Providers*

10. What type of nurse coverage does your school have?\*

Full-time       Part-time       No coverage

11. How many nurses are available at your school? \*

One       Two       Three or more

11a. Name of School Nurse 1

Nurse Destry

11a1. School Nurse 1 E-mail

imdestry@childrensnational.org

11b. Name of School Nurse 2

Nurse Andrea

11b1. School Nurse 2 E-mail

ajoseph@cmnc.org

11c. Name of School Nurse 3

11c1. School Nurse 3 E-mail

12. Does your school currently have a School Mental Health Program or similar services on site for students?\*

Yes       No

13. How many of the following clinical staff does your school currently employ?

<input type="checkbox"/> Psychiatrist	# full time	# part time
<input type="checkbox"/> Psychologist	# full time	# part time
<input type="checkbox"/> Licensed Independent Clinical Social Worker (LICSW)	# full time	# part time
<input type="checkbox"/> Licensed Professional Counselor (LPC)	# full time	# part time

14. Do you partner with any outside organizations or agencies to address social-emotional needs, improve school climate around mental health, and/or provide for mental health needs?

Yes       No

14a. Please specify the agency or organization: The Mecca Group

15. Does your school see a need for more school-based behavioral/mental health services than you currently have?

Yes       No

16. Has your school ever used the Child and Adolescent Mobile Psychiatric Services (ChAMPS) or the Department of Mental Health's Access Helpline?

Yes       No

17. Does your school currently have an anti-bullying policy?

Yes       No       Don't know

17a. If yes, is it compliant with the Youth Bullying Prevention Act of 2012?  Yes       No       Don't know

18. Does your school have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity?

These clubs sometimes are called gay/straight alliances.

Yes       No       Don't know

### Section 3: Health Education Instruction

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

19. Are students required to take health education at your school?\*  Yes  No

20. Does your school currently have at least one certified or highly qualified health teacher on staff?\*  Yes  No

21. How many health education teachers does your school currently have on staff?\*  
 None  One  Two  Three or more

22a. Name of Health Ed Instructor 1\* 22a1. Health Ed Instructor 1 E-mail  
**Melanie Cathey** **melaniecathey@capcs.org**

22b. Name of Health Ed Instructor 2\* 22b1. Health Ed Instructor 2 E-mail

22c. Name of Health Ed Instructor 3\* 22c1. Health Ed Instructor 2 E-mail

23. How is health education instruction provided? *gymnasium*

- |  |  |
|--|--|
| <input type="checkbox"/> Health education course         | <input checked="" type="checkbox"/> Incorporated into another course |
| <input type="checkbox"/> Assemblies or presentations     | <input type="checkbox"/> Other:                                      |
| <input type="checkbox"/> No health education is provided |  |

24. For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that a student receives health education instruction:\*

Grade: <u>PS</u> Minutes/Week: <b>10</b>	Grade: <u>4</u> Minutes/Week:	Grade: <u>10</u> Minutes/Week:
Grade: <u>PK</u> Minutes/Week: <b>10</b>	Grade: <u>5</u> Minutes/Week:	Grade: <u>11</u> Minutes/Week:
Grade: <u>K</u> Minutes/Week: <b>10</b>	Grade: <u>6</u> Minutes/Week:	Grade: <u>12</u> Minutes/Week:
Grade: <u>1</u> Minutes/Week: <b>10</b>	Grade: <u>7</u> Minutes/Week:	Adult : Minutes/Week:
Grade: <u>2</u> Minutes/Week:	Grade: <u>8</u> Minutes/Week:	Other : Minutes/Week:
Grade: <u>3</u> Minutes/Week:	Grade: <u>9</u> Minutes/Week:	

25. Is the health education instruction based on OSSE's health education standards?\*

Yes  No

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

**Grade: PS**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Communication and Emotional Health | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Safety Skills                      | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Human Body and Personal Health     | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Human Growth and Development       | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Disease Prevention                 | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Nutrition                          | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Alcohol, Tobacco and Other Drugs   | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Healthy Decision Making            | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |
| <input checked="" type="checkbox"/> Sexuality and Reproduction         | Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs |

**Grade: PK**

- Communication and Emotional Health
- Safety Skills
- Human Body and Personal Health
- Human Growth and Development
- Disease Prevention
- Nutrition
- Alcohol, Tobacco and Other Drugs
- Healthy Decision Making
- Sexuality and Reproduction

Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs

**Grade: K**

- Communication and Emotional Health
- Safety Skills
- Human Body and Personal Health
- Human Growth and Development
- Disease Prevention
- Nutrition
- Alcohol, Tobacco and Other Drugs
- Healthy Decision Making
- Sexuality and Reproduction

Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs

**Grade: 1**

- Communication and Emotional Health
- Safety Skills
- Human Body and Personal Health
- Human Growth and Development
- Disease Prevention
- Nutrition
- Alcohol, Tobacco and Other Drugs
- Healthy Decision Making
- Sexuality and Reproduction

Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs  
Curriculum: teacher's research, videos, Brain Pop and Kids Health, DVDs

**Grade: 2**

- Communication and Emotional Health
- Safety Skills
- Human Body and Personal Health
- Human Growth and Development
- Disease Prevention
- Nutrition
- Alcohol, Tobacco and Other Drugs
- Healthy Decision Making
- Sexuality and Reproduction

Curriculum:  
Curriculum:  
Curriculum:  
Curriculum:  
Curriculum:  
Curriculum:  
Curriculum:  
Curriculum:  
Curriculum:

**Grade: 3**

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

**Grade: 4**

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

**Grade: 5**

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

**Grade: 6**

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

**Grade: 7**

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

**Grade: 8**

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

**Grade: 9**

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

**Grade: 10**

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

**Grade: 11**

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

**Grade: 12**

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

**Grade: Adult**

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

**Grade: Other**

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



27. Does your school partner with any outside programs or organizations to satisfy the health education requirements?\*  Yes  No

27a. Please specify the agency or organization agency:

Kaiser Permanente, DC Smiles Dental Practice

## Section 4: Physical Education Instruction

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

28. Are students required to take physical education at your school?\*

Yes  No

29. Does your school currently have at least one certified or highly qualified physical education teacher on staff?

Yes  No

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

None  One  Two  Three or more

31a. Name of Physical Education Instructor 1

Melanie Cathey

31ai. Physical Education Instructor 1 E-mail

melaniecathey@capcs.org

31b. Name of Physical Education Instructor 2

31bi. Physical Education Instructor 2 E-mail

31c. Name of Physical Education Instructor 3

31ci. Physical Education Instructor 3 E-mail

32. 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 or Bike to School  
 After-School Activities  Athletic Programs  Safe Routes to School  
 None  Other:

33. For each grade 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.\*

Grade: <b>PS</b> Minutes/Week: <b>30</b>	Grade: <b>4</b> Minutes/Week:	Grade: <b>9</b> Minutes/Week:
Grade: <b>PK</b> Minutes/Week: <b>30</b>	Grade: <b>5</b> Minutes/Week:	Grade: <b>10</b> Minutes/Week:
Grade: <b>K</b> Minutes/Week: <b>60</b>	Grade: <b>6</b> Minutes/Week:	Grade: <b>11</b> Minutes/Week:
Grade: <b>1</b> Minutes/Week: <b>60</b>	Grade: <b>7</b> Minutes/Week:	Grade: <b>12</b> Minutes/Week:
Grade: <b>2</b> Minutes/Week:	Grade: <b>8</b> Minutes/Week:	Grade: <b>Other</b> Minutes/Week:
Grade: <b>3</b> Minutes/Week:		

34. For each grade 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.\*

Grade: <b>PS</b> Minutes/Week: <b>25</b>	Grade: <b>4</b> Minutes/Week:	Grade: <b>9</b> Minutes/Week:
Grade: <b>PK</b> Minutes/Week: <b>25</b>	Grade: <b>5</b> Minutes/Week:	Grade: <b>10</b> Minutes/Week:
Grade: <b>K</b> Minutes/Week: <b>50</b>	Grade: <b>6</b> Minutes/Week:	Grade: <b>11</b> Minutes/Week:
Grade: <b>1</b> Minutes/Week: <b>50</b>	Grade: <b>7</b> Minutes/Week:	Grade: <b>12</b> Minutes/Week:
Grade: <b>2</b> Minutes/Week:	Grade: <b>8</b> Minutes/Week:	Grade: <b>Other</b> Minutes/Week:
Grade: <b>3</b> Minutes/Week:		

35. Is the physical education instruction based on OSSE's physical education standards?\*

Yes  No

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

Grade: <b>PS</b>	Curriculum: <b>SPARK</b>	Grade: <b>6</b>	Curriculum:
Grade: <b>PK</b>	Curriculum: <b>SPARK</b>	Grade: <b>7</b>	Curriculum:
Grade: <b>K</b>	Curriculum: <b>SPARK</b>	Grade: <b>8</b>	Curriculum:
Grade: <b>1</b>	Curriculum: <b>SPARK</b>	Grade: <b>9</b>	Curriculum:
Grade: <b>2</b>	Curriculum:	Grade: <b>10</b>	Curriculum:
Grade: <b>3</b>	Curriculum:	Grade: <b>11</b>	Curriculum:
Grade: <b>4</b>	Curriculum:	Grade: <b>12</b>	Curriculum:
Grade: <b>5</b>	Curriculum:	Grade: <b>Other Curriculum:</b>	

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

Grade: <b>PS</b>	Curriculum: <b>SPARK</b>	Grade: <b>6</b>	Curriculum:
Grade: <b>PK</b>	Curriculum: <b>SPARK</b>	Grade: <b>7</b>	Curriculum:
Grade: <b>K</b>	Curriculum: <b>SPARK</b>	Grade: <b>8</b>	Curriculum:
Grade: <b>1</b>	Curriculum: <b>SPARK</b>	Grade: <b>9</b>	Curriculum:
Grade: <b>2</b>	Curriculum:	Grade: <b>10</b>	Curriculum:
Grade: <b>3</b>	Curriculum:	Grade: <b>11</b>	Curriculum:
Grade: <b>4</b>	Curriculum:	Grade: <b>12</b>	Curriculum:
Grade: <b>5</b>	Curriculum:	Grade: <b>Other Curriculum:</b>	

38. Does your school use a physical education or fitness assessment tool?\* (e.g., Fitness-gram, President's Physical Fitness Test, etc.)  Yes  No

38a. What is the name of the tool? SPARK and teacher made for moderate to rigorous physical activity

39. Does your school partner with any outside programs or organizations to satisfy the physical Education or physical activity requirements?\*  Yes  No

39a. Please specify the agency or organization:

Children's Hospital

**40. How many days per week do students get recess?\***

Grade: <u>PS</u> # of Days: <b>5</b>	Grade: <u>6</u> # of Days:
Grade: <u>PK</u> # of Days: <b>5</b>	Grade: <u>7</u> # of Days:
Grade: <u>K</u> # of Days: <b>5</b>	Grade: <u>8</u> # of Days:
Grade: <u>1</u> # of Days: <b>5</b>	Grade: <u>9</u> # of Days:
Grade: <u>2</u> # of Days:	Grade: <u>10</u> # of Days:
Grade: <u>3</u> # of Days:	Grade: <u>11</u> # of Days:
Grade: <u>4</u> # of Days:	Grade: <u>12</u> # of Days:
Grade: <u>5</u> # of Days:	Grade <b>Other:</b> # of Days:

**41. How many minutes is one (1) recess period?\***

Grade: <u>PS</u> # of Minutes: <b>30</b>	Grade: <u>6</u> # of Minutes:
Grade: <u>PK</u> # of Minutes: <b>30</b>	Grade: <u>7</u> # of Minutes:
Grade: <u>K</u> # of Minutes: <b>30</b>	Grade: <u>8</u> # of Minutes:
Grade: <u>1</u> # of Minutes: <b>30</b>	Grade: <u>9</u> # of Minutes:
Grade: <u>2</u> # of Minutes:	Grade: <u>10</u> # of Minutes:
Grade: <u>3</u> # of Minutes:	Grade: <u>11</u> # of Minutes:
Grade: <u>4</u> # of Minutes:	Grade: <u>12</u> # of Minutes:
Grade: <u>5</u> # of Minutes:	Grade <b>Other:</b> # of Minutes:

**42. What is the estimated operating budget for your physical activity programs?**

**\$2,500**

## Section 5: Nutrition Programs

**Recommended point of contact for this section: Food Services Director or Manager**

43. Name of Food Service Vendor\* Preferred Meals Systems

44. What types of nutrition promotion does your vendor provide?\* *gYWMU`hUhUddm*

- |  |  |
|--|--|
| <input type="checkbox"/> None  | <input type="checkbox"/> Multimedia                    |
| <input type="checkbox"/> Vendor-provided nutrition education                               | <input checked="" type="checkbox"/> Posters            |
| <input type="checkbox"/> Meal time presentations   | <input type="checkbox"/> Classroom Instruction         |
| <input type="checkbox"/> Outside speakers  | <input checked="" type="checkbox"/> Handouts/brochures |
| <input type="checkbox"/> Other (please specify if a specific nutrition curricula is used): |  |

44a. Please comment on the quality and/or effectiveness of the nutrition promotion that your vendor provides: It's OK. It meets the nutritional needs of young children according to the Health

45. Does your school offer free breakfast to all students?\*  Yes  No

46. Does your school offer breakfast in the classroom?  Yes  No

46a. If yes, please specify the grades for which breakfast is served in the classroom:

- |  |                                       |                            |                            |                             |                                |
|--|---------------------------------------|----------------------------|----------------------------|-----------------------------|--------------------------------|
| <input checked="" type="checkbox"/> PS | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 | <input type="checkbox"/> 10 | <input type="checkbox"/> Adult |
| <input checked="" type="checkbox"/> PK | <input type="checkbox"/> 2            | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 | <input type="checkbox"/> 11 | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> K  | <input type="checkbox"/> 3            | <input type="checkbox"/> 6 | <input type="checkbox"/> 9 | <input type="checkbox"/> 12 |                                |

46b. If you do not offer breakfast in the classroom, please explain why (i.e., not required):

47. Does your school offer any alternative breakfast models *gYWMU`hUhUddm*

- |   |  |
|---|--|
| <input type="checkbox"/> Cafeteria            | <input type="checkbox"/> Grab and Go cart      |
| <input type="checkbox"/> Second chance/extend | <input type="checkbox"/> Other, please specify |

47a. Where is your Grab and Go cart located? *gYWMU`hUhUddm*

- |   |  |
|---|--|
| <input type="checkbox"/> In the cafeteria | <input type="checkbox"/> In/near the main entrance of the school |
| <input type="checkbox"/> Other            | If other, please specify   |

48. Does your school provide meals that meet the nutritional standards required by the federal and District laws, such as the Healthy Hunger-Free Kids Act and the Healthy Schools Act?

*These requirements (for lunch) include: a different vegetable every day; dark green, red/orange, dry beans/peas, starchy, and other vegetables each week; a different fruit every day; fresh fruit at least 3 times per week; 100% juice only once per week; a whole grain-rich serving every day; 3 different types of whole-grain rich foods each week; only low-fat (1% or less) or fat-free (skim) fluid milk each day.*

Yes       No

49. On average, how many minutes is one (1) lunch period?\*

**30**

50. Does your school serve locally grown and/or locally processed and unprocessed foods at meal Times?

Yes       No

50a. Are these items served at breakfast?

Yes       No

50b. Are these items served at lunch?

Yes       No

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

Yes       No

## Section 6: Local Wellness Policy

*Recommended point of contact for this section: Principal, Chair of School Wellness Council/Committee*

52. All Local Education Agencies (LEAs) in DC have a local wellness policy. Has your LEA's local wellness policy been distributed to the following? *gYWM`hUddm*

- Parent/teacher organization
- Wellness committee/council
- Foodservice staff
- Administrators
- Students
- None
- Other

53. Is your school implementing your LEA's local wellness policy?  Yes  No

53a. Name of Head of Wellness Committee\*  
Melanie Cathey

53b. Head of Wellness Committee E-mail\*  
melaniecathey@capcs.org

54. Does your school have vending machines available to students?\*

- Yes  No

55a. How many student vending machines do you have:

55b. What are the hours of operation of student vending machines?

55c. What items are sold from student vending machines?

55d. Do the items comply with the Healthy Schools Act?

- Yes  No

56. Does your school sell foods or beverages of any kind for fundraisers?

- Yes  No

57. Does your school have a school store?\*

- Yes  No

57a. What are the hours of operation for the school store?

57b. What food and beverages are sold?

## Section 7: Distributing Information

58. Where are the following items located at your school?

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

- School Website       School Main Office       School Cafeteria or Eating Areas  
 This information is not available       Other:

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

- School Website       School Main Office       School Cafeteria or Eating Areas  
 This information is not available       Other:

### *Nutritional Content of Each Menu Item\**

- School Website       School Main Office       School Cafeteria or Eating Areas  
 This information is not available       Other:

### *Ingredients of Each Menu Item\**

- School Website       School Main Office       School Cafeteria or Eating Areas  
 This information is not available       Other:

### *Information on where fruits and vegetables served in schools are grown and processed and whether growers are engaged in sustainable agriculture practices\**

- School Website       School Main Office       School Cafeteria or Eating Areas  
 This information is not available.       Other: **menus**

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

- Yes       No       Vegetarian food options are not available

59a. Where can they find this information?

- School Website       School Main Office       School Cafeteria or Eating Areas  
 Other: **menus**

60. Are students and parents informed about the availability of milk alternatives, such as soy milk, lactose free milk, etc., at your school?\*

- Yes       No       Milk alternatives are not available

60a. Where can they find these options?

- School Website       School Main Office       School Cafeteria or Eating Areas  
 Other **food service staff**



## Section 8: School Gardens

*Recommended point of contact for this section: School Garden Coordinator*

61. Does your school currently have a School Garden?\*

Yes

No

61a. Name of Garden Contact

61b. Garden Contact E-mail

62. How many unique students participated in your school garden program this year?

63. In what year was this garden established?

64. Which grades are most impacted by the school garden program?

Pre-School

Grades K-5

Grades 6-8

Grades 9-12

65. Please list any partners that have supported your garden program this school year:

66. What is the approximate size of your garden in square feet?

67. What type of school garden do you have? *gYU`hUddm*

Edible Garden

Stormwater/Rain Garden

Pollinator/Butterfly Garden

Wildlife Habitat/Native Garden

Greenhouse

Other:

68. When do activities happen in the school garden? *gYU`hUddm*

Classroom instruction (during the school day)

Lunch time activities

Extracurricular activities (outside the school day)

Summer time

69. What topic is most frequently taught in the school garden?

Nutrition

Environment

STEM

English

Math

Art

Other:

70. What is the estimated operating budget for your school garden?

71. Did your school participate in Growing Healthy Schools Week (September 27- October 3, 2014) or planning to participate in Strawberries and Salad Greens Day (May 2015)?

Yes

No

72. Does your school have a school-wide recycling program?

- Yes  No

72a. Which of these materials does your school recycle (materials recycled/composted off site)? *gYWU`hUhUdm*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Aluminum | <input checked="" type="checkbox"/> Cardboard |
| <input type="checkbox"/> Food waste          | <input checked="" type="checkbox"/> Glass     |
| <input checked="" type="checkbox"/> Paper    | <input checked="" type="checkbox"/> Plastics  |
| <input type="checkbox"/> None of the above   |   |

73. Does your school compost on-site? *gYWU`hUhUdm*

- Yes, outside on school grounds
- Yes, inside in classroom worm bins
- Yes, other method
- No

## Section 9: Environmental Literacy

*Recommended point of contact for this section: Lead Science Teacher*

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

Yes

No

74a. How many students were enrolled in this course in the 2014-2015 school year?

75. Name of Lead Science Teacher /  
Environmental Literacy Instructor

75a. Lead Science Teacher/  
Environmental Literacy Instructor Email

76. Please select the environmental literacy topics currently addressed in your school. For each selection, indicate the course in which the topic is taught and the curriculum (or curricula) that your school is currently using for instruction:

**GRADE: PK**

**Air** (quality, climate change)

Course:

Curriculum:

**Water** (stormwater, rivers, aquatic wildlife)

Course:

Curriculum:

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

Course:

Curriculum:

**Resource Conservation** (energy, waste, recycling)

Course:

Curriculum:

**Health** (nutrition, gardens, food)

Course:

Curriculum:

**Other:** ( )

Course:

Curriculum:

**None:**

**GRADE: K**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 1**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 2**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 3**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ ):  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 4**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 5**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 6**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 7**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 8**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 9**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 10**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 11**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: 12**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: Adult**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**

**GRADE: Other**

- Air** (quality, climate change)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Water** (stormwater, rivers, aquatic wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Land** (plants, soil, urban planning, terrestrial wildlife)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Resource Conservation** (energy, waste, recycling)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Health** (nutrition, gardens, food)  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- Other:** ( \_\_\_\_\_ )  
Course: \_\_\_\_\_ Curriculum: \_\_\_\_\_
- None:**



## Section 10: Posting and Form Availability to Parents

According to section 602(c) of the Healthy School Act of 2010, “each public school and public charter school shall post the information required by subsection (a) online if the school has a website and make the form available to parents in its office”.

77. How will you make this information available to parents?\*

Online       Copies Available at Main Office

Other (*please specify*):

78. Is your school sharing information about the Healthy Schools Act in any other ways?

Yes       No

78a. Please explain:

parent meetings occasionally