



**Healthy Schools Act of 2010 (D.C. Law 18-209) Report**  
As Required by Section 405: Mandatory Reporting  
Reporting Period: October 1, 2012 – September 30, 2013

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## **Healthy Schools Act of 2010 (D.C. Law 18-209) Report**

As Required by Section 405: Mandatory Reporting

Reporting Period: October 1, 2012 – September 30, 2013

As required by Section 405 of the Healthy Schools Act of 2010 (HSA), the Office of the State Superintendent of Education (OSSE) is pleased to report to the Mayor, the Council, and the Healthy Youth and Schools Commission on:

- (1) Compliance of public schools and public charter schools with the physical and health education requirements; and
- (2) Student achievement with respect to the physical and health education standards.

In addition, this report includes:

- (1) Additional measures of Healthy Schools Act compliance; and
- (2) Continued implementation of the Healthy Schools Act and next steps.



## **Executive Summary**

The compliance of District of Columbia public schools (DCPS) and public charter schools (PCS) with the HSA physical education (PE) and health education (HE) requirements is primarily monitored through the OSSE School Health Profiles (SHP). The overall completion rate for the 2013 HSA SHP was 96.7%.

On average, students in Grades Kindergarten through 5 received 66 minutes per week of PE and students in Grades 6 through 8 received 100 minutes per week of PE during the 2012-2013 school year (SY). Schools reported that 92% of this time was devoted to actual physical activity (PA). Students in Grades Kindergarten through 5 received 31 minutes per week of HE and students in Grades 6 through 8 received 45 minutes per week of HE. 92% of schools reported using OSSE's Physical Education Standards as the foundation of PE and 85% of schools reported using OSSE's Health Education Standards as the foundation for HE.

Student achievement with respect to OSSE's PE and HE standards is primarily measured through the District of Columbia Comprehensive Assessment System (DC CAS) for Health and Physical Education. Students in 5<sup>th</sup> and 8<sup>th</sup> grades answered 64% of the questions correctly on the 2013 DC CAS for Health and Physical Education while high school students answered 63% of the questions correctly.

Compliance with other areas of the HSA is also monitored utilizing the SHP. Schools are doing extremely well in terms of promoting physical activity, and in utilizing healthy foods in vending machines, and for fundraisers and prizes. Most schools reported that they offer at least a 30-minute lunch period, 92% stated that they have water available to students during meal times, and all DCPS and PCS have OSSE-approved local wellness policies (LWP) in place.

Though there are still improvements to be made, the schools in the District of Columbia have made great strides in providing a healthy learning environment to their students through improved nutritional content of school meals, reduced availability of unhealthy foods in schools, the provision of physical and health education, and the promotion of physical activity. OSSE staff will continue to work with schools to provide needed training, technical assistance, and support and will seek out new and innovative approaches as we strive to improve our processes and the services that we provide to schools.

## ACRONYMS

<b>DC CAS</b>	District of Columbia Comprehensive Assessment System
<b>DCPS</b>	District of Columbia Public Schools
<b>HE</b>	Health Education
<b>HHFKA</b>	Healthy, Hunger Free Kids Act, 2010
<b>HSA</b>	Healthy Schools Act
<b>LEA</b>	Local Education Agency
<b>LWP</b>	Local Wellness Policy
<b>OSSE</b>	Office of the State Superintendent of Education
<b>PA</b>	Physical Activity
<b>PE</b>	Physical Education
<b>PCS</b>	Public Charter School
<b>SHP</b>	School Health Profile
<b>SY</b>	School Year

**SECTION 1:**

Compliance of public schools and public charter schools with the physical and health education requirements.

**HSA Requirements – Mandatory Reporting**

Under section 405 of the HSA, OSSE shall report to the Mayor, the Council, and the Healthy Youth and Schools Commission regarding the compliance of DCPS and PCS with PE and HE requirements.

**HSA Requirements – School Health Profiles**

Under section 602 of the HSA, all DCPS and PCS shall submit information related to compliance with the PE and HE standards and other aspects of the HSA to OSSE by February 15<sup>th</sup> of each year. The OSSE SHP is utilized for this purpose.

**HSA Requirements – Physical Education**

Under section 402 of the HSA, all DCPS and PCS must provide PE for students in Grades Kindergarten through 8. During the 2012-2013 school year, students in Grades Kindergarten through 5 were to be provided with an average of at least 30 minutes of PE per week, or the same level as was provided in the 2009-2010 school year, whichever was greater. During the 2012-2013 school year, students in Grades 6 through 8 were to be provided with an average of at least 45 minutes of PE per week, or the same level as was provided in the 2009-2010 school year, whichever was greater. Furthermore, 50% of PE class time is to be devoted to actual PA. In the 2014-2015 school year, the PE requirement will increase to an average of at least 150 minutes per week for students in Grades Kindergarten through 5 and an average of at least 225 minutes per week for students in Grades 6 through 8.

**HSA Requirements – Health Education**

Under section 402 of the HSA, all DCPS and PCS must provide HE for students in Grades Kindergarten through 8. During the 2012-2013 school year, students in Grades Kindergarten through 8 were to be provided with an average of at least 15 minutes per week of HE, or the same level as was provided in the 2009-2010 school year, whichever was greater. In the 2014-2015 school year, the HE requirement will increase to 75 minutes per week.

**HSA Requirements – Adherence to Curricular Standards**

Under section 402 of the HSA, the PE and HE required shall meet the curricular standards adopted by the State Board of Education. These standards, approved by the State Board of Education in December 2007, indicate the concepts and skills that students should know and be able to do at the end of each grade from Grade pre-Kindergarten through 8 and by time they graduate from high school.

## **Results – Compliance with Physical and Health Education Requirements**

### **School Health Profiles**

The 2013 SHP represents the third year of the collection of this data. Each year thus far, OSSE has learned valuable lessons on how best to collect this data. Therefore, the 2013 SHP (Appendix A) included questions as dictated in section 602 of the HSA, as well as additional questions suggested by OSSE staff and key stakeholders, to provide a complete picture of the health and wellness environment in DCPS and PCS. SHP data pertinent to the PE and HE requirements are reported in this section. SHP data pertinent to other measures of compliance with the HSA are reported in *Section 3: Additional Measures of Healthy Schools Act Compliance*.

The compliance of DCPS and PCS with the requirement to complete the SHP is extremely strong. 96.7% of schools completed the SHP\*, including 97.5% of DCPS and 95.7% of PCS. A complete analysis of the SHP data is included in Appendix B (all schools), Appendix C (DCPS), and Appendix D (PCS).

\*The following schools did not complete the 2013 SHP: Burrville Elementary School (DCPS), Cleveland Elementary School (DCPS), Columbia Heights Education Campus (DCPS), Ideal Academy PCS, Inspired Teaching PCS, IDEA PCS, Perry Street Prep PCS.

### **Physical and Health Education Requirements**

Data on the minutes of PE and HE in DCPS, PCS, and participating private schools is collected using the SHP, as well as through an HSA Compliance Determination Checklist (Appendix E), utilized by OSSE during on-site visits to schools.

### ***School Health Profiles***

The 2013 SHP included the following items:

- For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive physical education instruction.
- For each grade in your school, please indicate the number of minutes per week during the regular instructional school week devoted to actual physical activity within the physical education course.
- For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive health education instruction.

All data in the SHP are self-reported by each school. Although this may lead to some measurement errors, the SHP is a valuable source of information as OSSE is able to collect data from all schools. This data, along with non-self-report data from other sources, allows us to paint a complete picture of the health and wellness activities in schools in the District of Columbia. To maintain consistency in analysis and reporting, data that indicated that students received more than 225 minutes per week of PE in Grades Kindergarten through 5 or more than 300 minutes per week of PE in Grades 6 through 8 were eliminated from the data pool as outliers. In addition, data that indicated a greater number of PA minutes than PE minutes were removed from the pool, as the question specified to only count minutes of PA within the PE course (which does not include recess or before- or after-school activities). Finally, data

that indicated that students received more than 125 minutes per week of HE in any grade were eliminated from the data pool as were schools that did not respond to these questions. PE data from seven schools and HE data from 16 schools were eliminated prior to data analysis.

The reported PE and HE minutes at the different grade levels for the 2012-2013 school year are presented Table 1. 203 DCPS, PCS, and participating private schools were included in the analysis of PE minutes. On average, students in Grades Kindergarten through 5 received 66 minutes per week of PE and students in Grades 6 through 8 received 100 minutes per week of PE. In total, 92% of the time spent in PE classes was devoted to PA, which is above the minimum requirement of 50% established by the HSA. This is an improvement from 2012, when 84% of time spent in PE classes was devoted to PA. 194 schools were included in the analysis of HE minutes. On average, students in Grades Kindergarten through 5 received 31 minutes per week of HE and students in Grades 6 through 8 received 45 minutes per week of HE.

**Table 1. Average Reported Minutes of Physical and Health Education per Week by Grade, SY 2012-2013**

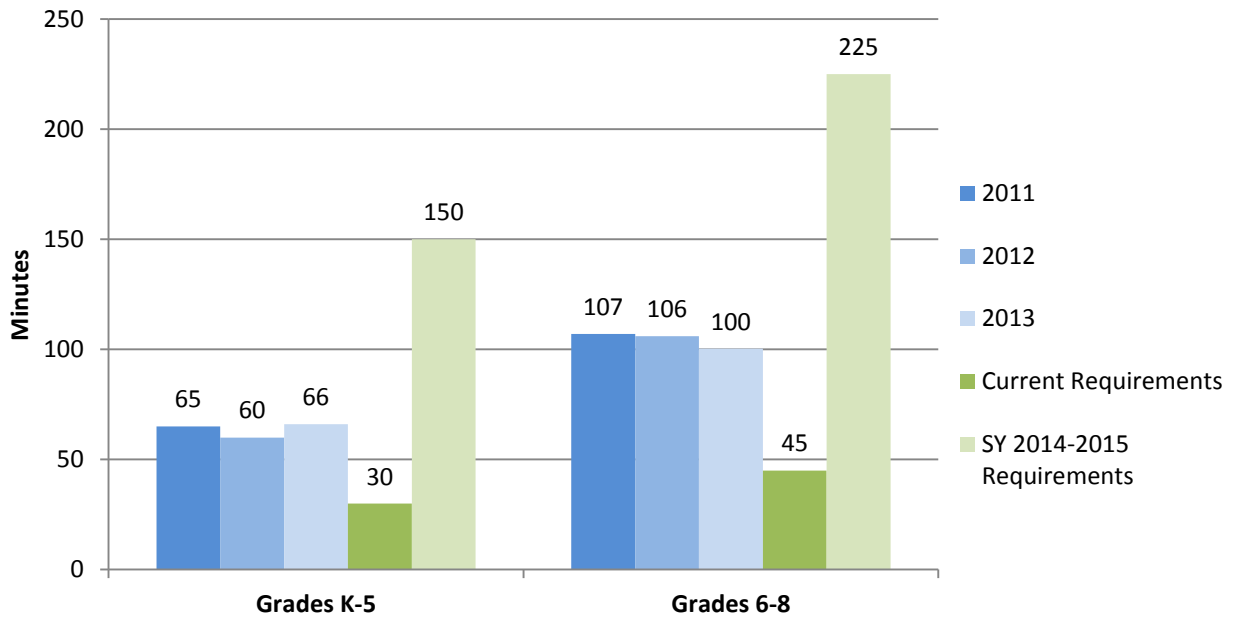
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Physical Education</b>	69	66	66	67	64	70	99	101	101
<b>Health Education</b>	32	29	29	32	33	33	44	44	48

The minutes of PE and HE provided over the past three years as compared to the current and 2014-2015 requirements are presented in Figures 1 and 2. The average minutes of HE for Grades Kindergarten through 5 remained the same from 2012 to 2013. However, there was an average decrease of three minutes per week in HE for Grades 6 through 8. PE increased by an average of six minutes per week for Grades Kindergarten through 5 and decreased by an average of six minutes per week for Grades 6 through 8. Schools are in compliance with the current HSA requirements for PE and HE instruction minutes and many are exceeding the current requirements, however they are far from meeting the 2014-2015 requirements for PE and HE instruction minutes.

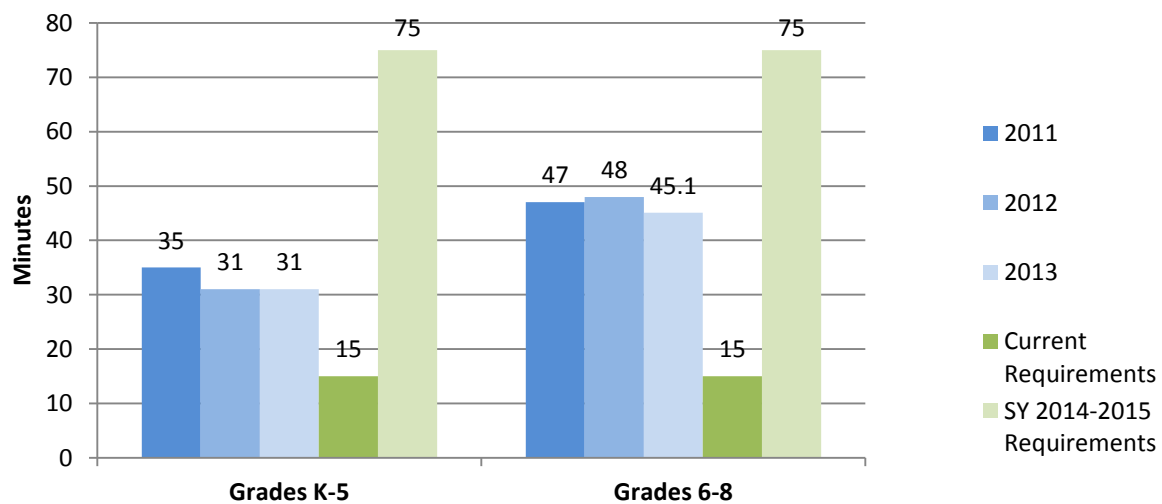
#### *HSA Compliance Determination Checklist*

OSSE also monitors the compliance of DCPS, PCS, and participating private schools with various aspects of the HSA through the use of an HSA Compliance Determination Checklist. During on-site visits to schools, at least one meal service, at least one PE and/or HE class, and any other opportunities for physical activity (e.g. recess, before- and after-school programs) are observed, and it is confirmed that the lunch period is at least 30 minutes long. Schools are also monitored for compliance with Section 206 of the HSA on healthy vending, fundraising, and prizes in schools and Section 601 of the HSA on LWP (both of which are discussed further in *Section 3: Additional Measures of Healthy Schools Act Compliance*). During the 2012-2013 school year, OSSE completed visits at 67 schools at 57 local education agencies (LEA). Fifty-one schools were PCS, ten schools were DCPS, and six schools were participating private LEAs. As the majority of the schools visited were charter schools, OSSE will focus on visits to DCPS sites during the 2013-2014 school year.

**Figure 1. Reported Minutes per Week of PE in Grades K-5 and 6-8 as Compared to Current and Future Requirements, 2011-2012**



**Figure 2. Reported Minutes per Week of HE in Grades K-5 and 6-8 as Compared to Current and Future Requirements, 2011-2013**





Assessing the minutes of PE and HE through the Compliance Determination Checklist proved challenging for several reasons. In many cases, the HE is a component of the PE class so it is difficult to separate the minutes of PE from the minutes of HE. Also, in the cases where schools did not have a designated health class, many school administrators were unsure of the course in which the HE minutes were being provided. For these reasons, the overall minutes of PE and HE were combined for the purposes of this evaluation. Of the 67 schools visited, 100% provided PE and HE at the current grade-level requirements including 35 schools that exceeded the current requirements. Only six schools, are currently meeting the school year 2014-2015 requirements and the majority of school administrators admitted they will not be able to meet the new requirements given limited scheduling, staffing, funding, and facilities.

### *Overall Assessment of Adherence to Physical and Health Education Requirements*

The results from both the SHP and the HSA Compliance Determination Checklist indicate that schools are meeting the current PE and HE standards. However, given the large increase in the number of required minutes that will occur for the 2014-2015 school year, and the lack of confidence seen in school administrators regarding their ability to comply with those minutes, it is anticipated that there will be compliance issues with respect to the PE and HE requirements beginning in the 2014-2015 school year.

### Adherence to Curricular Standards

On the 2013 SHP, 92% of schools reported using OSSE's Physical Education Standards as the foundation of PE while 85% of schools reported using OSSE's Health Education Standards as the foundation for HE. These numbers have varied somewhat since 2011 (Table 2), which may be an indication of whether or not the person answering the question was aware of the school using the standards rather than whether they were actually used. The fact that only 85% of schools report utilizing OSSE's Health Education Standards points to the need for further technical assistance to the schools around these standards.

**Table 2. Number of Schools Reporting the Use of OSSE's Physical and Health Education Standards, 2011-2013**

	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Physical Education Standards</b>	93%	87%	92%
<b>Health Education Standards</b>	83%	79%	85%

## SECTION 2:

Student achievement with respect to the physical and health education standards.

### **HSA Requirements – Mandatory Reporting**

Under section 405 of the HSA, OSSE shall report to the Mayor, the Council, and the Healthy Youth and Schools Commission regarding student achievement with respect to the PE and HE standards by September 30<sup>th</sup> of each year.

### **Results – Student Achievement with Respect to the Physical and Health Education Standards**

Data on student achievement with respect to OSSE’s Physical and Health Education Standards is collected through the DC CAS for Health and Physical Education and through FitnessGram data collected by DCPS.

#### *District of Columbia Comprehensive Assessment System for Health and Physical Education*

The 2013 DC CAS for Health and Physical Education represents the second year of this data collection and includes questions addressing all of OSSE’s Physical and Health Education Standards. An operational blueprint for the 2013 DC CAS for Health and Physical Education is provided in Appendix F. The 40 operational items from the 2012 assessment were utilized again to allow for trend data. New test items for the 2013 assessment were developed by OSSE staff and health and physical education teachers, and were subjected to content and bias review before being included as test items on the 2013 test. All except eight\* eligible schools (11,579 students) participated in the 2013 assessment. Due to the sensitivity of the sexual health items, parents/guardians of the students were able to “opt out” of these items (Table 3). An online version of the DC CAS for Health and Physical Education was piloted this year and 17 schools participated (Appendix G).

\*The following schools did not participate in the 2013 DC CAS for Health and Physical Education:

- Grade 5: Achievement Prep PCS
- Grade 8: Achievement Prep PCS, Maya Angelou Middle PCS
- Grade 12: Capital City PCS, Chavez-Bruce PCS, Choice Academy PCS, E.L. Haynes PCS, Friendship Tech PCS, Paul PCS

**Table 3. 2013 DC CAS for Health and Physical Education Participation and Sexual Health Opt Out Numbers/Percentages by Grade**

<b>Grade</b>	<b>Number of participating students</b>	<b>Number of students who were opted out of the sexual health questions</b>	<b>Percent of students who were opted out of the sexual health questions</b>
<b>5<sup>th</sup></b>	4,331	186	4.29%
<b>8<sup>th</sup></b>	3,985	25	0.63%
<b>High School</b>	3,263	4	0.12%

Results for the 2013 DC CAS for Health and Physical Education are presented in Table 4. Overall scores did not change significantly between 2012 and 2013. Of all of the reporting categories, both 5<sup>th</sup> and 8<sup>th</sup> grade students performed the best in the area of communication and emotional health, answering 78% and 76% of questions correctly, respectively. High school students performed best in the area of safety skills, answering 76% of questions correctly. The 5<sup>th</sup> grade students answered the lowest percentage of questions correctly in the area of human body and personal health (45%), the 8<sup>th</sup> grade students in the area of nutrition (50%), and the high school students in the area of locate health information and assistance (49%).

The 8th grade and high school students answered a low percentage of questions correctly in the area of physical activity (55% and 53%, respectively), and the high school students answered only 61% of the questions correctly in the area of nutrition. These results are particularly concerning given the relationship between nutrition and physical activity and weight status, and the fact that students make more of their own nutrition and physical activity choices as they get older. Also of interest is that high school students answered 73% of questions on sexuality and reproduction correctly, the second best performance by reporting category.

**Table 4. 2013 DC CAS for Health and Physical Education Results, All Reporting Categories**

<b>Grade</b>	<b>Reporting Category</b>	<b>Correct (%)</b>	<b>Overall Correct (%)</b>
<b>5<sup>th</sup></b>	Communication and Emotional Health	78*	64%
	Safety Skills	66	
	Human Body and Personal Health	45*	
	Disease Prevention	66	
	Nutrition	72	
	Alcohol, Tobacco and Other Drugs	52	
	Healthy Decision Making	59	
	Physical Education	65	
<b>8<sup>th</sup></b>	Communication and Emotional Health	76*	64%
	Safety Skills and Community Health	66	
	Human Development and Sexuality	59	
	Disease Prevention	71	
	Nutrition	50*	
	Alcohol, Tobacco and Other Drugs	64	
	Health Information and Advocacy	71	
	Physical Education	55	
<b>High School</b>	Human Growth and Development	67	63%
	Sexuality and Reproduction	73	
	Disease Prevention and Treatment	60	
	Nutrition	61	
	Alcohol, Tobacco and Other Drugs	72	
	Locate Health Information and Assistance	49*	
	Safety Skills	76*	
	Physical Education	53	

\* Lowest and highest % correct in each grade

### *FitnessGram Data from District of Columbia Public Schools*

Some of the PE standards address actual measures of physical health and thus cannot be assessed using a standardized test. To assess student achievement with respect to these standards, schools utilize a variety of tools. DCPS utilizes the FitnessGram (Appendix H) measure for all students in Grades 4 through 12 that are enrolled in a physical education course. This data is collected by physical education teachers throughout the year and assesses:

- Muscular Strength and Endurance: measured by curl-ups (abdominal) and push-ups (upper body)
- Aerobic Capacity: measured by a progressive aerobic cardiovascular endurance run
- Body Composition: measured by either a skin-fold test or body mass index
- Flexibility: measured by a back-saver sit and reach

In 2013, FitnessGram data was collected on a total of 13,180 DCPS students (6490 boys and 6690 girls) and is presented in Table 5 (all grades, both sexes), Table 6 (all grades, girls), and Table 7 (all grades, boys). Between 54% and 66% of the students scored in the “healthy fitness zone” on the various measurements. The smallest percentage (54%) of students was in the healthy fitness zone for flexibility while the largest percentage (66%) of students was in the healthy fitness zone for abdominal strength. Overall, 63% of the students were in the healthy fitness zone for aerobic capacity which is a measure of cardiovascular fitness. A much higher percentage of boys (71%) than girls (54%) fell into the healthy fitness zone for aerobic capacity. Another measurable difference between girls and boys is in the area of upper body strength, 55% versus 65% in the healthy fitness zone, respectively. Males tend to have higher upper body strength so this result is not surprising.

**Table 5. 2013 DCPS FitnessGram Measures – All Grades, Both Sexes**

	<b>Abdominal</b>	<b>Upper Body</b>	<b>Aerobic Capacity</b>	<b>Body Composition</b>	<b>Flexibility</b>
<b>Number of Students Measured</b>	13180	13190	9957	10404	11931
<b>Number in the Healthy Fitness Zone</b>	8758	7937	6250	6185	6453
<b>Percent in the Healthy Fitness Zone</b>	66%	60%	63%	59%	54%

**Table 6. 2013 DCPS FitnessGram Measures – All Grades, Girls**

	<b>Abdominal</b>	<b>Upper Body</b>	<b>Aerobic Capacity</b>	<b>Body Composition</b>	<b>Flexibility</b>
<b>Number of Students Measured</b>	6490	6494	4936	5148	5906
<b>Number in the Healthy Fitness Zone</b>	4118	3588	2673	3012	3044
<b>Percent in the Healthy Fitness Zone</b>	63%	55%	54%	59%	52%

**Table 7. 2013 DCPS FitnessGram Measures – All Grades, Boys**

	<b>Abdominal</b>	<b>Upper Body</b>	<b>Aerobic Capacity</b>	<b>Body Composition</b>	<b>Flexibility</b>
<b>Number of Students Measured</b>	6690	6696	5021	5256	6025
<b>Number in the Healthy Fitness Zone</b>	4640	4349	3577	3173	3409
<b>Percent in the Healthy Fitness Zone</b>	69%	65%	71%	60%	57%

DCPS has accumulated three years of FitnessGram data (Table 8). In most categories the results have varied little over the three years, which is not surprising given that the increased minutes for PE do not go into effect until the 2014-2015 school year. In the area of aerobic capacity there is a large difference between 2011 and 2012, which is most likely the result of measurement error.

**Table 8. 2011-2013 DCPS FitnessGram Measures – All Grades, Both Sexes**

	<b>Abdominal</b>	<b>Upper Body</b>	<b>Aerobic Capacity</b>	<b>Body Composition</b>	<b>Flexibility</b>
<b>2011 - Percent in the Healthy Fitness Zone</b>	66%	65%	36%	56%	59%
<b>2012 – Percent in the Healthy Fitness Zone</b>	73%	65%	62%	60%	60%
<b>2013—Percent in the Healthy Fitness Zone</b>	66%	60%	63%	59%	54%

### **SECTION 3:**

Additional measures of Healthy Schools Act compliance.

#### **HSA Requirements – Funding for Healthy School Meals**

Under section 102 of the HSA, the Healthy Schools Act Fund shall be used to provide additional funding for school meals, including ten cents for each breakfast and lunch meal that meets the requirements of sections 202 and 203 of the HSA, forty cents for each lunch meal served to a student eligible for reduced-priced lunch, and five cents per day for a local item served as part of either breakfast or lunch.

#### **Results**

Menu requirements for HSA reimbursement were monitored by OSSE utilizing monthly menu verifications. During the 2012-2013 school year, all schools received additional funding for providing meals that met the requirements of the HSA. Information regarding the use of local foods as part of school meals was presented in the 2013 Farm-to-School and School Gardens Report.

#### **HSA Requirements – Promoting Physical Activity**

Under section 401 of the HSA, DCPS and PCS shall promote the goal of the District of Columbia for children to engage in PA for 60 minutes per day.

#### **Results:**

Based upon data reported in the 2013 SHP, schools utilize a variety of strategies to promote PA, including active recess, movement in the classroom, and athletic programs (Figure 3). The two most frequently used strategies are active recess and after-school activities, with 80% of schools using each strategy. Only one school reported that they do not engage in any activities to promote physical activity.

#### **HSA Requirements – Funding for Increased Physical Activity in Schools**

Under section 102 of the HSA, the Healthy Schools Act Fund shall be used to make grants available through a competitive process to DCPS and PCS that seek to increase the amount of PA in which their students engage.

#### **Results**

In May of 2013, OSSE awarded the second group of DC Physical Activity for Youth grants to 24 DCPS and PCS out of 41 applicants (Appendix I). These projects started in the summer of 2013 and OSSE will monitor these programs through site visits and mid-term and final reports submitted by the grantees. All except one (IDEA Academy PCS) of the 2012 grantees (Appendix J) completed their projects and submitted final reports.

#### **HSA Requirements – Healthy Vending, Fundraising, and Prizes in Schools**

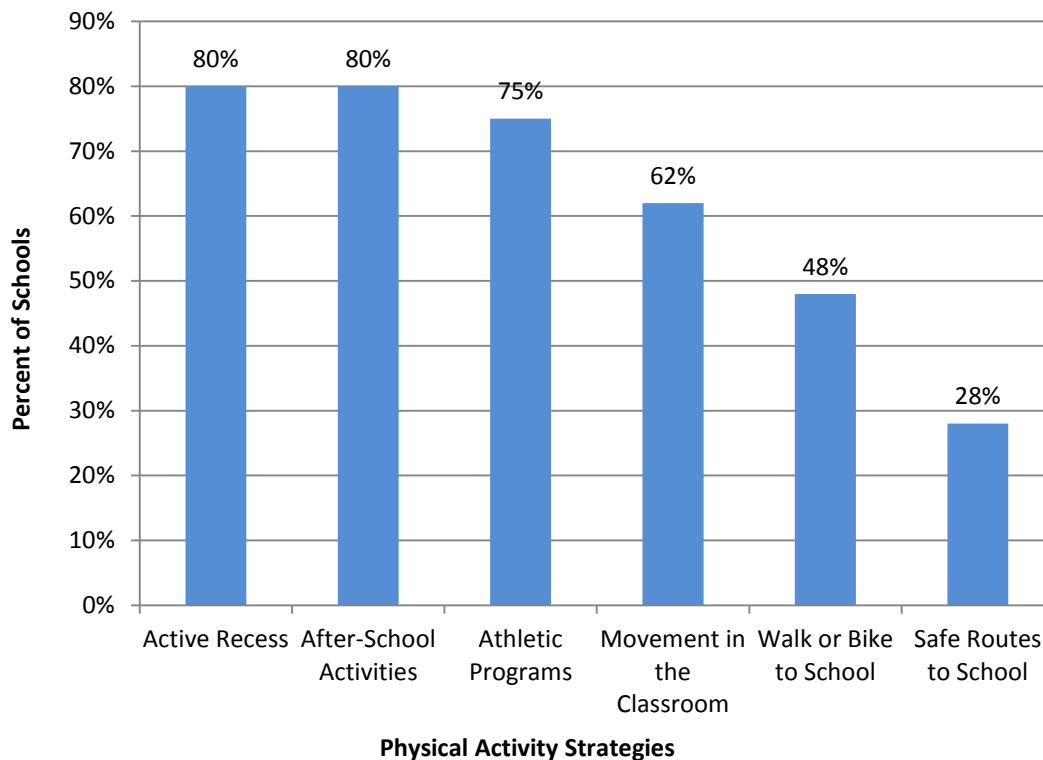
Under section 206 of the HSA, all beverages and snack foods provided by or sold in DCPS and PCS whether through vending, fundraisers, snacks, afterschool meals, or other means shall meet the requirements of the USDA's HealthierUS School Challenge program at the Gold Award Level.

#### **Results**

During the 2012-2013 HSA Compliance Determination visits, 99% of school sites were in compliance with the HSA requirements on healthy vending, fundraising, and prizes. Sixty-four schools were in compliance with healthy vending during the initial site visit and two schools were brought to compliance

upon first issuance of a corrective action plan. Only one school was twice found out of compliance with healthy vending, and OSSE is presently providing technical assistance to bring this school into compliance in a timely manner. 100% of schools were in compliance with the requirements for fundraisers, incentives, prizes, and awards during the site visits.

**Figure 3. Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity, SY 2012- 2013**



**HSA Requirements – Sufficient Time during the Lunch Period**

Under section 203 of the HSA, schools are required to provide at least 30 minutes for students to eat lunch and sufficient time during the lunch period for every student to pass through the food service line.

**Results**

During the 2012-2013 HSA Compliance Determination visits, 99% of school sites were in compliance with the requirement to provide at least 30 minutes for students to eat lunch and sufficient time for students to pass through the lunch line.

### **HSA Requirements – Local Wellness Policies**

Under section 601 of the HSA, each LEA shall collaborate with parents, students, food service providers, and community organizations to develop, adopt, and update a LWP which shall be revised once every three years. Each LWP shall be reviewed by OSSE to ensure that it complies with federal requirements and OSSE shall examine whether schools comply with their policies. Section 204 of the federal Healthy, Hunger Free Kids Act of 2010 (HHFKA) strengthens LWPs by adding requirements for public participation, transparency, and implementation.

#### **Results**

During the 2011-2012 school year, OSSE assisted all schools in the District in developing LWPs that meet the requirements of the HSA and the HHFKA. During that year, they conducted 130 on-site visits to 56 LEAs to provide technical assistance with drafting HSA compliant LWPs. By the end of that school year, all 56 LEAs had an HSA and HHFKA compliant, OSSE-approved LWP. As HSA requirements state that the LWPs should be revised every three years, the development or revision of LWPs was not a focus of the work done by OSSE during the 2012-2013 school year. However, OSSE did monitor the requirements for public participation, transparency, and implementation as well as schools' adherence to other aspects of the HSA through the HSA Compliance Determination Checklist. Based upon the HSA Compliance Determination Checklist visits done during the 2012-2013 school year, 100% of schools promoted their LWP to faculty, staff, parents, and students by posting it on the school's website, distributing it to staff members or the parent/teacher organization, or making it available in the school's main office.

### **HSA Requirements – Availability of Cold, Filtered Water**

Under section 203 of the HSA, all DCPS, PCS, and participating private schools are required to make cold, filtered water available free to students, through water fountains or other means, when meals are served to students in DCPS and PCS.

#### **Results**

Based upon the data reported in the 2013 SHP, 93% of schools stated that they had water available to students during meal times, up from 85% in 2012.



#### **SECTION 4:**

Continued implementation of the Healthy Schools Act and next steps.

To continue with past efforts and to improve future implementation and measurement of the HSA requirements, OSSE is working on the following initiatives:

- Finalizing the 2014 SHP with the goal of developing a standard set of questions that will be used going forward to ensure consistency in data collection;
- Utilizing SHP data to provide feedback to schools and information to the public on the health and wellness of schools in the District of Columbia;
- Analyzing the results from the 2013 DC CAS for Health and Physical Education and creating new field test items for the 2014 assessment;
- Seeking other sources of evaluative data and planning evaluation activities to measure the effectiveness of the HSA, including adding a half-time HSA evaluation position to the staff at OSSE;
- Utilizing data collected to inform technical assistance and professional development activities offered through OSSE;
- Researching, evaluating, and reviewing the PE and HE curricula schools are using to determine alignment with OSSE's learning standards;
- Creating a library of PE and HE curricula resources that align with OSSE's Physical and Health Education Standards and making this library available to schools and teachers;
- Providing training and technical assistance to schools and community-based organizations on the use of OSSE's Physical and Health Education Standards;
- Adding a new position within OSSE to provide training and technical assistance for school staff members so they are able to better provide PE and HE as per the requirements in the HSA;
- Providing training and technical assistance for school staff members in implementing and updating LWPs, and in developing effective local wellness committees; and
- Utilizing the HSA Determination Checklist to further monitor the compliance of schools with the HSA.

Though there are still improvements to be made, the schools in the District of Columbia have made great strides in providing a healthy learning environment to their students through improved nutritional content of school meals, reduced availability of unhealthy foods in schools, the provision of physical and health education, and the promotion of physical activity. OSSE staff will continue to work with schools to provide needed training, technical assistance, and support and will seek out new and innovative approaches as we strive to improve our processes and the services that we provide to schools.

# **APPENDICES**

**APPENDIX A**  
**Healthy Schools Act School Health Profile**  
**2013**

**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 at 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.***

**Instructions**

This SHP form must be completed by each school. For example, if your local education agency (LEA) includes five campuses, each campus must complete a SHP. Complete all sections of the form with responses for the 2011-2012 school year, unless otherwise noted. Once submitted, each school is required to post the information requested in this SHP form online, if the school has a website, and make the information available to parents at the main office.

The OSSE recommends that one person at each school be responsible for disseminating the SHP form to school staff members (health teacher, nurse, food services manager, etc.) and then collecting the data and submitting the form online. For more information on how to complete the SHP form, please see the FAQ page.

**Submission Deadlines**

Forms must be received on or before February 15<sup>th</sup> of each year. OSSE will post each completed SHP form on the OSSE website for public review within 14 days of receipt. If your school has not completed the form by February 15<sup>th</sup>, your school will be listed on the OSSE website as out of compliance with Section 602 of the *Healthy Schools Act of 2010*. OSSE also reports compliance with the SHP to the Mayor, City Council and the Healthy Youth and Schools Commission.

The School Health Profile form can be completed and submitted on-line. Please visit your principal portal or contact [OSSE.HSAhealthform@dc.gov](mailto:OSSE.HSAhealthform@dc.gov) for more information.

For more information, see the School Health Profile FAQs page.

**For assistance, please call 202-654-6115 or email [OSSE.HSAhealthform@dc.gov](mailto:OSSE.HSAhealthform@dc.gov).**

Section 1: School Profile	
Type of School*	
<input type="checkbox"/> Public School <input type="checkbox"/> Public Charter School	
School Name*	
Street Address*	
Does your school currently have a Website?*	If yes, what is your school's website address?
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Current number of students enrolled* _____	
Grades Served ( <i>select all that apply</i> )*	
<input type="checkbox"/> PS <input type="checkbox"/> 2 <input type="checkbox"/> 6 <input type="checkbox"/> 10 <input type="checkbox"/> PK <input type="checkbox"/> 3 <input type="checkbox"/> 7 <input type="checkbox"/> 11 <input type="checkbox"/> K <input type="checkbox"/> 4 <input type="checkbox"/> 8 <input type="checkbox"/> 12 <input type="checkbox"/> 1 <input type="checkbox"/> 5 <input type="checkbox"/> 9 <input type="checkbox"/> Adult <input type="checkbox"/> Other ( <i>please specify</i> ) _____	
Contact Name*	
Contact Job Title*	
Contact Email*	
Section 2: Health Services	
What type of nurse coverage does your school have?*	
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> No coverage	
How many nurses are available at your school?	
<input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three or more	
Name of School Nurse 1	School Nurse 1 Phone
School Nurse 1 E-mail	Suite/Room Location

School Nurse 1 Credentials	
<input type="checkbox"/> RN <input type="checkbox"/> LPN <input type="checkbox"/> Other: _____	
Name of School Nurse 2	School Nurse 2 Phone
School Nurse 2 E-mail	Suite/Room Location
School Nurse 2 Credentials	
<input type="checkbox"/> RN <input type="checkbox"/> LPN <input type="checkbox"/> Other: _____	
Does your school currently have a school-based health center?*	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does your school currently have a School Mental Health Program or similar services on site for students?*	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
What type of mental health clinician coverage does your school have?*	
<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> No coverage	
How many mental health clinicians are available at your school?	
<input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three or more	
Does your school currently have an anti-bullying policy?    Don't know	
<b>Section 3: Health Education Instruction</b>	
Are any students required to take health education at your school?*	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
How many health education teachers does your school currently have on staff?*	
<input type="checkbox"/> None <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three or more	
Does your school currently have at least one certified or highly qualified health teacher on staff?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Does one (or more) health education instructor also serve as physical education instructor?  <input type="checkbox"/> Yes <input type="checkbox"/> No		
Name of Health Ed Instructor 1	Health Ed Instructor 1 Phone	Health Ed Instructor 1 E-mail
Did this health education instructor have a concentration in health OR physical education in college?  <input type="checkbox"/> Yes <input type="checkbox"/> No		
Please list any Health Education Certification or training received by this Health Education Instructor (i.e. Masters, CHES, other health certifications)		
Name of Health Ed Instructor 2	Health Ed Instructor 2 Phone	Health Ed Instructor 2 E-mail
Did this health education instructor have a concentration in health OR physical education in college?  <input type="checkbox"/> Yes <input type="checkbox"/> No		
Please list any Health Education Certification or training received by this Health Education Instructor (i.e. Masters, CHES, other health certifications)		
For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive health education instruction.*  <div style="display: flex; justify-content: space-between;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div>		
How is health education instruction provided ( <i>select all that apply</i> ):  <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <input type="checkbox"/> Health education course      <input type="checkbox"/> Incorporated into another course         </div> <input type="checkbox"/> Assemblies or presentations <input type="checkbox"/> Other ( <i>please specify</i> ): _____  <input type="checkbox"/> No health education is provided		
Is the health education instruction based on the OSSE's health education standards?  <input type="checkbox"/> Yes <input type="checkbox"/> No		

Which health education curriculum (or curricula) is your school currently using for instruction?		
Does your school partner with any outside programs or organizations to satisfy the health education requirements?  <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, what programs or organizations does your school use? _____		
<b>Section 4: Physical Education Instruction</b>		
Are any students required to take physical education at your school?*  <input type="checkbox"/> Yes <input type="checkbox"/> No		
How many physical education teachers does your school have on staff?  <input type="checkbox"/> None <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three or more		
Name of Phys. Ed. Instructor 1	Phys. Ed. Instructor 1 Phone	Phys. Ed. Instructor 1 E-mail
Name of Phys. Ed. Instructor 2	Phys. Ed. Instructor 2 Phone	Phys. Ed. Instructor 2 E-mail
Did this physical education instructor have a concentration in physical education in college?  <input type="checkbox"/> Yes <input type="checkbox"/> No		
Please list any physical education certifications or training received by your physical education instructor.		
For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive physical education instruction.   <div style="display: flex; justify-content: space-between;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Grade: _____ Minutes/Week: _____</div> <div>Grade: _____ Minutes/Week: _____</div> </div>		

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: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_      Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_

Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_      Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_

Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_      Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_

Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_      Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_

Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_      Grade: \_\_\_\_\_ Minutes/Week: \_\_\_\_\_

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

☐ Yes      ☐ No

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

Does your school use a physical education or fitness assessment tool?\*

☐ Yes      ☐ No

If yes, what is the name of the tool? (e.g. FitnessGrams, President's Physical Fitness Test, etc.)

Does your school partner with any outside programs or organizations to satisfy the physical education or physical activity requirements?\*

☐ Yes      ☐ No

If yes, what programs or organizations does your school use? \_\_\_\_\_

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 *(please specify)*: \_\_\_\_\_



## Section 5: Nutrition Programs

Name of Food Service Vendor\*

What types of nutrition education services does your school provide? *(select all that apply)\**

- |  |  |
|--|--|
| <input type="checkbox"/> None                                  | <input type="checkbox"/> Multimedia            |
| <input type="checkbox"/> Vendor-provided nutrition education   | <input type="checkbox"/> Posters               |
| <input type="checkbox"/> Meal time presentations               | <input type="checkbox"/> Classroom Instruction |
| <input type="checkbox"/> Outside speakers                      | <input type="checkbox"/> Handouts/brochures    |
| <input type="checkbox"/> Other <i>(please specify)</i> : _____ |  |

Please indicate the number of students that qualify for the following:

Free Meals\* \_\_\_\_\_ Reduced Price Meals\* \_\_\_\_\_ Full Price Meals\* \_\_\_\_\_

Does your school offer breakfast to all students?\*

- ☐ Yes ☐ No

If yes, where is breakfast offered *(select all that apply)*:

- ☐ Classroom ☐ Cafeteria ☐ Grab and Go cart ☐ Other *(please specify)*: \_\_\_\_\_

For November 2011, please indicate the average daily participation (number of students) for the following meals:

Breakfast – Free Meals\* \_\_\_\_\_

Breakfast – Reduced Price Meals\* \_\_\_\_\_

Breakfast – Full Price Meals\* \_\_\_\_\_

Lunch – Free Meals\* \_\_\_\_\_

Lunch – Reduced Price Meals\* \_\_\_\_\_

Lunch – Full Price Meals\* \_\_\_\_\_

Please indicate which of the following *lunch menu components* your school provides.\*

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| • A different vegetable every day of the week?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Dark green and/or orange vegetables at least three times a week?                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Cooked dry beans or peas at least once a week?                                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • A different fruit every day of the week?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Fresh fruit at least twice a week?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • A whole grain food serving every day of the week?                                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Milk each day?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ○ If yes, specify which type(s) of milk are available <i>(select all that apply)</i> : |                              |                             |

- ☐ Low-fat (1%) flavored milk
- ☐ Low-fat (1%) unflavored milk
- ☐ Fat-free (skim) flavored milk
- ☐ Fat-free (skim) unflavored milk
- ☐ Soy milk
- ☐ Lactose-free milk
- ☐ Other (please specify): \_\_\_\_\_

Is water available to students during meal times?\*

- ☐ Yes      ☐ No

If yes, is it available via (check all that apply):

- ☐ Water fountain in the cafeteria      ☐ Water fountain in another location
- ☐ Water pitcher and cups      ☐ Students bring water
- ☐ Other (please specify): \_\_\_\_\_

Does your school participate in the Afterschool Snack Program?\*

- ☐ Yes      ☐ No

If yes, please indicate the average daily participation for November 2011. \_\_\_\_\_

Does your school participate in the Afterschool Supper Program?\*

- ☐ Yes      ☐ No

If yes, please indicate the average daily participation for November 2011. \_\_\_\_\_

Does your school participate in the Fresh Fruit and Vegetable Snack Program?\*

- ☐ Yes      ☐ No

Does your school participate in the DC Free Summer Meals Program?\*

- ☐ Yes      ☐ No

If yes, please indicate the average daily participation for each of the following meals for the summer of 2011:

Breakfast: \_\_\_\_\_ Lunch: \_\_\_\_\_ Supper: \_\_\_\_\_ Snack: \_\_\_\_\_

Does your school serve locally grown and/or locally processed and unprocessed foods at meal times from growers engaged in sustainable agricultural practices?

☐ Yes    ☐ No

If yes, how often?

☐ Once or twice per day    ☐ Three or four times per week    ☐ Once or twice per week

☐ Once or twice per month    ☐ Other (please specify): \_\_\_\_\_

On average, how many school meals include a locally-grown produce item?\*

☐ Every day

☐ Three or four times per week

☐ One or two times per week

☐ One or two times per month

☐ Other (please specify): \_\_\_\_\_

On average, how many meals include a sustainably-grown produce item?\*

☐ Every day

☐ Three or four times per week

☐ One or two times per week

☐ One or two times per month

☐ Other (please specify): \_\_\_\_\_

## Section 6: Local Wellness Policy

Has your LEA's local wellness policy been submitted to OSSE for review?\*

☐ Yes    ☐ No    ☐ Don't Know

Has your LEA's local wellness policy been distributed to your school's foodservice staff members?\*

☐ Yes    ☐ No

Has your LEA's local wellness policy been distributed to your school's parent/teacher organization (PTO)?\*

☐ Yes    ☐ No    ☐ Don't have a PTO

Please indicate which of the following is covered by your LEA's local wellness policy (*check all that apply*):\*

- ☐ goals for nutrition education, physical activity, and other school-based activities
- ☐ nutritional guidelines for all competitive foods served and sold on campus during the school day
- ☐ guidelines for school meals, that are not less restrictive than those set at the federal level
- ☐ plan for measuring implementation of the local wellness policy
- ☐ goals to improve the environmental sustainability of schools
- ☐ none of these is covered in our LEA's local wellness policy

Who at your school is responsible for implementing your LEA's local wellness policy?\* \_\_\_\_\_

Does your school have vending machines?\*

- ☐ Yes   ☐ No

If yes, are these vending machines available only to faculty and staff members?

- ☐ Yes   ☐ No

If yes, how many vending machines do you have: \_\_\_\_\_

If yes, what are the hours of operation of these vending machines? \_\_\_\_\_

If yes, what items are sold from these vending machines? \_\_\_\_\_

Does your school have a school store?\*

- ☐ Yes   ☐ No

If yes, what are the hours of operation for the school store? \_\_\_\_\_

If yes, what food and beverages are sold? \_\_\_\_\_

Does your school have a school wellness council?\*

- ☐ Yes   ☐ No

Does your school solicit input from students, parents, staff or community members about foods that are offered for meals or snack?\*

- ☐ Yes   ☐ No

If yes, please explain how input is solicited and received.

Is your school in compliance with your LEA's local wellness policy?\*

☐ Yes   ☐ No   ☐ Don't Know

## Section 7: Distributing Information

Where are the following items located at your school?

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

☐ This information is not available.

☐ School Website   ☐ School Main Office   ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

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

☐ This information is not available.

☐ School Website   ☐ School Main Office   ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

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

☐ This information is not available.

☐ School Website   ☐ School Main Office   ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

### ***Ingredients of each Menu Item\****

☐ This information is not available.

☐ School Website   ☐ School Main Office   ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

### ***Information on where fruits and vegetables served in schools are grown and processed\****

☐ This information is not available.

☐ School Website   ☐ School Main Office   ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

**Information on whether growers are engaged in sustainable agriculture practices\***

☐ This information is not available.

☐ School Website ☐ School Main Office ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

Are students and parents informed about the availability of vegetarian food options at your school? \* ☐ Yes ☐ No

☐ Vegetarian food options are not available

If yes, where can they find this information?

☐ School Website ☐ School Main Office ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

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

If yes, where can they find these options?

☐ School Website ☐ School Main Office ☐ School Cafeteria or Eating Areas

☐ Other (please specify): \_\_\_\_\_

**Section 8: School Gardens**

Does your school currently have a School Garden? \*

☐ Yes ☐ No

Name of Garden Contact

Garden Contact E-mail

How many students benefited from the school garden during the 2010-2011 school year? \_\_\_\_

How many students have benefited from the school garden thus far during the 2011-2012 school year? \_\_\_\_

How is your school garden used? (select all that apply)

☐ Outdoor classroom ☐ Afterschool club/program

☐ Summer enrichment ☐ Currently this garden is not used

☐ Other (please specify): \_\_\_\_\_

Do students eat food from the school garden?

☐ Yes ☐ No

If yes, please describe the events and/or programs that facilitate this experience. (e.g. school lunch, snack time, incorporated into lessons, etc.)

Please list any outside organizations that you have partnered with in developing your school garden and/or school garden programs.

Which of the following components are included in your school garden? *(select all that apply)*

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Raised beds for edibles                      | <input type="checkbox"/> In-ground edibles           | <input type="checkbox"/> Native plants    |
| <input type="checkbox"/> Rain garden                                  | <input type="checkbox"/> Community garden plots      | <input type="checkbox"/> Compost bin/pile |
| <input type="checkbox"/> Garden kitchen (outdoor or access to indoor) | <input type="checkbox"/> Tool shed                   |   |
| <input type="checkbox"/> Meeting space for a full class               | <input type="checkbox"/> Greenhouse                  | <input type="checkbox"/> Rain Barrel(s)   |
| <input type="checkbox"/> Fruit tree(s)                                | <input type="checkbox"/> Butterfly/Pollinator Garden |   |
| <input type="checkbox"/> Other <i>(please specify)</i> : _____        |  |   |

Has your school participated in any of the following farm-food education in the past year? *(select all that apply)*

- ☐ Our school did not participate in farm-food education
- ☐ Our school did not participate, but would like more information on farm-food education
- ☐ Farm field trips ☐ Chef demonstrations
- ☐ Participation in DC Farm to School Week ☐ Participation in DC School Garden Week
- ☐ Other *(please specify)*: \_\_\_\_\_

### Section 9: 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".

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

- ☐ Online ☐ Copies Available at Main Office
- ☐ Other *(please specify)*: \_\_\_\_\_

Is your school sharing information about the Healthy Schools Act in any other ways?\*

☐ Yes ☐ No If yes, please explain: \_\_\_\_\_

## APPENDIX B

### Healthy Schools Act School Health Profile 2013 Results, All DC Schools

*\*All data is self-reported by the school principal or designee*

96.7% of DC schools completed the School Health Profile.

#### *Section 1: School Profile\**

- 76.6% of schools have a school website.

#### *Section 2: Health Services\**

- 83.3% of schools have at least part-time nurse coverage and 70% have one full-time nurse on staff.
- 74.3% of schools have at least one part-time mental health clinician.
- 48.1% of schools partner with outside organizations to address students' social-emotional needs.
- 64.5% of schools believe there is a need for additional behavioral/mental health services.
- 67.6% of schools use the Child and Adolescent Mobile Psychiatric Unit (ChAMPS) or the Department of Mental Health Access Helpline.
- 86.2% have an anti-bullying policy.

#### *Section 3: Health Education Instruction\**

- 84.3% of schools require students to take health education.
- 77.6% of schools have at least one health teacher.
- 85.2% of schools use OSSE's Health Education Standards.
- 37.1% of schools partner with outside organizations to provide health education.
- Students in Grades K-5 receive 31 minutes per week of health education.
- Students in Grades 6-8 receive 45 minutes per week of health education.

<b>Percent of Schools Reporting Different Health Education Methods</b>	
<b>Method</b>	<b>Percent</b>
Health education course	53.8
Incorporated into another course	53.3
Assemblies or presentations	45.2
Other	10.5
No health education	6.7



*\*All data is self-reported by the school principal or designee*

*Section 4: Physical Education Instruction\**

- 92.9% of schools require students to take physical education.
- 85.7% of schools have at least one physical education teacher on staff.
- 92.4% of schools use OSSE's Physical Education Standards.
- 31.9% of schools partner with outside organizations to provide physical education.
- Students in Grades K-5 receive 66 minutes per week of physical education.
- Students in Grades 6-8 receive 100 minutes per week of physical education.
- 90.5% of physical education classes are devoted to physical activity.

<b>Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity</b>	
<b>Method</b>	<b>Percent</b>
Active recess	80.0
After-school activities	79.5
Athletic programs	75.2
Movement in the classroom	62.4
Walk or bike to school	48.1
Safe routes to school	27.6
Other	14.8
None	0.5

*Section 5: Nutrition\**

- Chartwells (48.5%) and Revolution Foods (26.7%) are the most commonly used food vendors.
- Food vendors provide a variety of nutrition promotion activities (see table below).
- 95.6% of schools report that meals comply with the Healthy Schools Act and Healthy, Hunger Free Kids Act of 2010.
- 74.3% of schools serve food that is locally grown or processed.
- 92.9% of schools have water available to students during meal times.

<b>Percent of Schools Reporting Use of Different Nutrition Promotion Activities by Vendors</b>	
<b>Method</b>	<b>Percent</b>
Posters	75.7
Handouts/brochures	53.3
Vendor-provided nutrition education	37.6
Meal time presentations	31.0
Classroom instruction	11.4
None	10.0
Multimedia	9.5
Outside speakers	8.6
Other	6.2

*\*All data is self-reported by the school principal or designee*

*Section 6: Local Wellness Policy\**

- 83.3% of schools are implementing their local wellness policies.
- 11.4% of schools have vending machines available to students.
- 27.1% of schools sell food or beverages for fundraisers.

*Section 7: Distributing Information\**

- Schools distribute school health information in various ways (see table below).
- 89.0% of schools with vegetarian options available inform parents and students of these options.
  - 9.0% of schools do not have vegetarian options available.
- 81.8% of schools with milk alternatives available inform parents and students of these options.
  - 24.3% of schools do not have milk alternatives available.

<b>Methods Schools Report Using to Distribute School Health Information</b>					
<b>Method</b>	<b>School Website<sup>^</sup></b>	<b>School Main Office<sup>^</sup></b>	<b>School Cafeteria or Eating Areas<sup>^</sup></b>	<b>This information is not available<sup>^</sup></b>	<b>Other<sup>^</sup></b>
Local Wellness Policy	41.4%	55.2%	30.5%	18.1%	9.0%
School Menu for Breakfast and Lunch	45.7%	70.0%	76.2%	2.4%	18.1%
Nutritional Content of Each Menu Item	19.0%	29.0%	53.3%	20.5%	14.8%
Ingredients of Each Menu Item	11.4%	19.0%	47.6%	25.7%	19.0%
Information on Where Fruits and Vegetables Served in Schools are Grown and Processed	11.9%	19.5%	38.1%	31.9%	21.4%

<sup>^</sup>Items total more than 100% because schools distribute information using multiple methods

*Section 8: School Gardens\**

- 98 schools report having a school garden.

*Section 9: Posting and Availability\**

- 61% of schools make the SHP available online and 74.3% provide it in the main office.
- 29% of schools share information about the Healthy Schools Act in other ways.

**APPENDIX C**  
**Healthy Schools Act School Health Profile**  
**2013 Results, DC Public Schools**

*\*All data is self-reported by the school principal or designee*

97.5% of DC Public Schools completed the School Health Profile.

*Section 1: School Profile\**

- 60.8% of schools have a school website.

*Section 2: Health Services\**

- 99.1% of schools have at least part-time nurse coverage and 84.6% have one full-time nurse on staff.
- 65.0% of schools have at least one part-time mental health clinician.
- 52.1% of schools partner with outside organizations to address students' social-emotional needs.
- 67.5% of schools believe there is a need for additional behavioral/mental health services.
- 74.4% of schools use the Child and Adolescent Mobile Psychiatric Unit (ChAMPS) or the Department of Mental Health Access Helpline.
- 87.2% have an anti-bullying policy.

*Section 3: Health Education Instruction\**

- 81.2% of schools require students to take health education.
- 82.9% of schools have at least one health teacher.
- 84.6% of schools use OSSE's Health Education Standards.
- 40.2% of schools partner with outside organizations to provide health education.
- Students in Grades K-5 receive 31 minutes per week of health education.
- Students in Grades 6-8 receive 53 minutes per week of health education.

<b>Percent of Schools Reporting Different Health Education Methods</b>	
<b>Method</b>	<b>Percent</b>
Health education course	59.8
Assemblies or presentations	46.2
Incorporated into another course	47.0
Other	9.4
No health education	7.7

*\*All data is self-reported by the school principal or designee*

**Section 4: Physical Education Instruction\***

- 94.9% of schools require students to take physical education.
- 98.3% of schools have at least one physical education teacher on staff.
- 94.0% of schools use OSSE's Physical Education Standards.
- 34.2% of schools partner with outside organizations to provide physical education.
- Students in Grades K-5 receive 58 minutes per week of physical education.
- Students in Grades 6-8 receive 103 minutes per week of physical education.
- 88.2% of physical education classes are devoted to physical activity.

<b>Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity</b>	
<b>Method</b>	<b>Percent</b>
After-school activities	84.6
Active recess	77.8
Athletic programs	76.9
Movement in the classroom	51.3
Walk or bike to school	46.2
Safe routes to school	27.4
Other	15.4
None	0.9

**Section 5: Nutrition\***

- Chartwells is the most commonly used food vendor in DCPS, servicing 87.2% of schools.
- Food vendors provide a variety of nutrition promotion activities (see table below).
- 97.4% of schools report that meals comply with the Healthy Schools Act and Healthy, Hunger Free Kids Act of 2010.
- 63.2% of schools serve food that is locally grown or processed.
- 88.9% of schools have water available to students during meal times.

<b>Percent of Schools Reporting Use of Different Nutrition Promotion Activities by Vendors</b>	
<b>Nutrition Promotion Activities</b>	<b>Percent</b>
Posters	76.9
Handouts/brochures	38.5
Meal time presentations	27.4
Vendor-provided nutrition education	17.9
None	10.3
Other	5.1
Outside speakers	4.3
Classroom instruction	3.4
Multimedia	2.6

*\*All data is self-reported by the school principal or designee*

*Section 6: Local Wellness Policy\**

- 74.4% of schools are implementing their local wellness policies.
- 6.0% of schools have vending machines available to students.
- 39.3% of schools sell food or beverages for fundraisers.

*Section 7: Distributing Information\**

- Schools distribute school health information in various ways (see table below).
- 84.4% of schools with vegetarian options available inform parents and students of these options.
  - 6.8% of schools do not have vegetarian options available.
- 69.9% of schools with milk alternatives available inform parents and students of these options.
  - 29.1% of schools do not have milk alternatives available.

<b>Methods Schools Report Using to Distribute School Health Information</b>					
<b>Method</b>	<b>School Website<sup>^</sup></b>	<b>School Main Office<sup>^</sup></b>	<b>School Cafeteria or Eating Areas<sup>^</sup></b>	<b>This information is not available<sup>^</sup></b>	<b>Other<sup>^</sup></b>
Local Wellness Policy	16.2%	42.7%	29.9%	28.2%	6.0%
School Menu for Breakfast and Lunch	23.9%	68.4%	83.8%	3.4%	17.1%
Nutritional Content of Each Menu Item	6.8%	17.1%	64.1%	24.8%	9.4%
Ingredients of Each Menu Item	5.1%	9.4%	57.3%	24.8%	14.5%
Information on Where Fruits and Vegetables Served in Schools are Grown and Processed	2.6%	8.5%	41.9%	38.5%	14.5%

<sup>^</sup>Items total more than 100% because schools distribute information using multiple methods

*Section 8: School Gardens\**

- 57 schools report that they have a school garden.

*Section 9: Posting and Availability\**

- 43.6% of schools make the SHP available online and 82.1% provide it in the main office.
- 30.8% of schools share information about the Healthy Schools Act in other ways.

**APPENDIX D**  
**Healthy Schools Act School Health Profile**  
**2013 Results, DC Public Charter Schools**

*\*All data is self-reported by the school principal or designee*

95.7% of DC Public Charter Schools completed the School Health Profile.

*Section 1: School Profile\**

- 96.7% of schools have a school website.

*Section 2: Health Services\**

- 65.6% of schools have at least part-time nurse coverage and 52.2% have one full-time nurse on staff.
- 85.6% of schools have at least one part-time mental health clinician.
- 43.3% of schools partner with outside organizations to address students' social-emotional needs.
- 61.1% of schools believe there is a need for additional behavioral/mental health services.
- 58.9% of schools use the Child and Adolescent Mobile Psychiatric Unit (ChAMPS) or the Department of Mental Health Access Helpline.
- 84.4% have an anti-bullying policy.

*Section 3: Health Education Instruction\**

- 87.8% of schools require students to take health education.
- 70.0% of schools have at least one health teacher.
- 85.6% of schools use OSSE's Health Education Standards.
- 34.4% of schools partner with outside organizations to provide health education.
- Students in Grades K-5 receive 30 minutes per week of health education.
- Students in Grades 6-8 receive 40 minutes per week of health education.

Percent of Schools Reporting Different Health Education Methods	
Method	Percent
Health education course	53.8
Incorporated into another course	53.3
Assemblies or presentations	45.2
Other	10.5
No health education	6.7

*\*All data is self-reported by the school principal or designee*

**Section 4: Physical Education Instruction\***

- 90.0% of schools require students to take physical education.
- 75.6% of schools have at least one physical education teacher on staff.
- 90.0% of schools use OSSE's Physical Education Standards.
- 30.0% of schools partner with outside organizations to provide physical education.
- Students in Grades K-5 receive 85 minutes per week of physical education.
- Students in Grades 6-8 receive 100 minutes per week of physical education.
- 89.4% of physical education classes are devoted to physical activity.

<b>Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity</b>	
<b>Method</b>	<b>Percent</b>
Active recess	84.4
Movement in the classroom	75.6
After-school activities	74.4
Athletic programs	72.2
Walk or bike to school	50.0
Safe routes to school	28.9
Other	14.4
None	0.0

**Section 5: Nutrition\***

- Revolution Foods is the most commonly used food vendor, servicing 58.9% of schools.
- Food vendors provide a variety of nutrition promotion activities (see table below).
- 97.8% of schools report that meals comply with the Healthy Schools Act and Healthy, Hunger Free Kids Act of 2010.
- 87.8% of schools serve food that is locally grown or processed.
- 97.8% of schools have water available to students during meal times.

<b>Percent of Schools Reporting Use of Different Nutrition Promotion Activities by Vendors</b>	
<b>Nutrition Promotion Activities</b>	<b>Percent</b>
Posters	73.3
Handouts/brochures	71.1
Vendor-provided nutrition education	61.7
Meal time presentations	35.6
Classroom instruction	21.1
Multimedia	18.9
Outside speakers	14.4
None	10.0
Other	6.7

*\*All data is self-reported by the school principal or designee*

*Section 6: Local Wellness Policy\**

- 84.4% of schools are implementing their local wellness policies.
- 17.8% of schools have vending machines available to students.
- 12.2% of schools sell food or beverages for fundraisers.

*Section 7: Distributing Information\**

- Schools distribute school health information in various ways (see table below).
- 97.5% of schools with vegetarian options available inform parents and students of these options.
  - 12.2% of schools do not have vegetarian options available.
- 97.3% of schools with milk alternatives available inform parents and students of these options.
  - 17.8% of schools do not have milk alternatives available.

<b>Methods Schools Report Using to Distribute School Health Information</b>					
<b>Method</b>	<b>School Website<sup>^</sup></b>	<b>School Main Office<sup>^</sup></b>	<b>School Cafeteria or Eating Areas<sup>^</sup></b>	<b>This information is not available<sup>^</sup></b>	<b>Other<sup>^</sup></b>
Local Wellness Policy	74.4%	72.2%	32.2%	5.6%	12.2%
School Menu for Breakfast and Lunch	74.4%	74.4%	65.6%	1.1%	20.0%
Nutritional Content of Each Menu Item	35.6%	43.3%	41.1%	14.4%	21.1%
Ingredients of Each Menu Item	20.0%	30.0%	36.7%	26.7%	24.4%
Information on Where Fruits and Vegetables Served in Schools are Grown and Processed	23.3%	34.4%	34.4%	22.2%	31.1%

<sup>^</sup>Items total more than 100% because schools distribute information using multiple methods

*Section 8: School Gardens\**

- 41 schools report that they have a school garden.

*Section 9: Posting and Availability\**

- 82.2% of schools make the SHP available online and 65.6% provide it in the main office.
- 26.7% of schools share information about the Healthy Schools Act in other ways.



**APPENDIX E**  
**Healthy Schools Act Compliance Determination Checklist, 2012-2013**

**DC Healthy Schools Act Section 206: Healthy vending, fundraising, and prizes in public schools**

<b>Contact Type:</b>	Warning ____	Corrective Action ____	Penalty ____																																				
<b>Date:</b>																																							
<b>Facility/School:</b>																																							
<b>School Contact:</b>																																							
<b>COMPLIANCE DETERMINATION</b>																																							
<p>Based on the Healthy Schools Act LWP Implementation TA Site Visit, are program operations in compliance with the requirements set forth in Sec. 206?</p> <p><b>Yes   No   N/A</b></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Beverages and snack foods provided or sold in vending machines*?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Beverages and snack foods provided or sold for fundraisers*?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Beverages and snack foods provided or sold as snacks*?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Beverages and snack foods provided or sold as after-school meals*?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Beverages and snack foods provided or sold through other means*?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Foods and beverages sold in school stores?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Foods and beverages used as incentives, prizes or awards?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Food or beverages advertised or marketed in schools?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Third parties not permitted to sell foods or beverages on school property from 90 minutes before the school day begins until 90 minutes after the school day ends?</td> </tr> </table> <p><i><b>Standard:</b> Any “No” answers require a corrective action plan. Use the attached Corrective Action Plan Form to describe the problem and the action to be taken. A follow-up review must be conducted with 45 calendar days. Anticipated date of follow-up review: _____</i></p>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold in vending machines*?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold for fundraisers*?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold as snacks*?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold as after-school meals*?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold through other means*?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foods and beverages sold in school stores?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foods and beverages used as incentives, prizes or awards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Food or beverages advertised or marketed in schools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Third parties not permitted to sell foods or beverages on school property from 90 minutes before the school day begins until 90 minutes after the school day ends?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold in vending machines*?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold for fundraisers*?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold as snacks*?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold as after-school meals*?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beverages and snack foods provided or sold through other means*?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foods and beverages sold in school stores?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foods and beverages used as incentives, prizes or awards?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Food or beverages advertised or marketed in schools?																																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Third parties not permitted to sell foods or beverages on school property from 90 minutes before the school day begins until 90 minutes after the school day ends?																																				

\*Exempt from the requirements of Sec. 206 (a)

- Food and drinks available only to faculty and staff members; provided that school employees shall be encouraged to model healthy eating;
- Food provided at no cost by parents;
- Food sold or provided at official after-school events;
- Adult education programs; and
- Food not consumed or marketed to students

## DC Healthy Schools Act Title II: School Nutrition

<b>Contact Type:</b>	Warning _____	Corrective Action _____	Penalty (Sec. 206) _____
<b>Date:</b>			
<b>Facility/School:</b>			
<b>School Contact:</b>			
<b>COMPLIANCE DETERMINATION</b>			
<p>Based on the Healthy Schools Act LWP Implementation TA Site Visit, are program operations in compliance with the requirements set forth in Title II?</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p><b>Yes   No   N/A</b></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> </div> </div> <div> <p>All meals meet or exceed the federal nutritional standards?</p> <p>All meals meet or exceed the HSA nutritional requirements per serving set forth in Sec 202(b)(1)?</p> <p>All meals meet or exceed the serving requirements of the USDA's HealthierUS School Challenge program at the Gold Award Level?</p> <p>Schools offer free breakfast to all students?</p> <p>Schools do not charge students for meals if the students qualify for reduced-price meals?</p> <p>Schools provide meals that meet the needs of children with diagnosed medical conditions?</p> <p>Schools solicit input regarding nutritious meals that appeal to students?</p> <p>Schools promote healthy eating to students, faculty, staff, and parents?</p> <p>Schools provide at least 30 minutes for students to eat lunch and sufficient time during the lunch period for every student to pass through the line?</p> <p>Schools participate in federal nutritional and commodity foods programs whenever possible?</p> <p>Schools provide food service provider information (i.e. menu, nutritional content, ingredients, and location) to parents and legal guardians upon request?</p> <p>Schools inform families that vegetarian food options and milk alternatives are available upon request?</p> <p>Schools comply with Sec. 206 Healthy vending, fundraising, and prizes in public schools (See attached Sec. 206 Compliance Determination Form)?</p> </div> </div> <p style="color: #0070C0; margin-top: 20px;"><b>Standard:</b> Any "No" answers require a corrective action plan. Use the attached Corrective Action Plan Form to describe the problem and the action to be taken. A follow-up review must be conducted with 45 calendar days. Anticipated date of follow-up review: _____</p>			

## DC Healthy Schools Act Title IV: Physical and Health Education

<b>Contact Type:</b>	Warning _____	Corrective Action _____
<b>Date:</b>		
<b>Facility/School:</b>		
<b>School Contact:</b>		
<b>COMPLIANCE DETERMINATION</b>		
<p>Based on the Healthy Schools Act LWP Implementation TA Site Visit, are program operations in compliance with the requirements set forth in Title IV?</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p><b>Yes   No   N/A</b></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div> </div> </div> <div> <p>School promotes the goal for children to engage in physical activity for 60 minutes each day?</p> <p>School seeks to maximize physical activity by means including (1) Promoting active recess, (2) Including physical activity in after-school activities, and (3) Integrating movement into classroom instruction?</p> <p>For students in Kindergarten through Grade 5, physical education is provided an average of at least 30 minutes per week?</p> <p>For students in Grades 6 through 8, physical education is provided an average of at least 45 minutes per week?</p> <p>At least 50% of physical education class time is devoted to actual physical activity?</p> <p>For students in Grades Kindergarten through 8, health education is provided an average of at least 15 minutes per week?</p> <p>A student with disabilities has suitably adapted physical education incorporated as part of the IEP developed for the student?</p> <p>Requiring or withholding physical activity is <i>not</i> used to punish students?</p> </div> </div> <p><b>Standard:</b> Any “No” answers require a corrective action plan. Use the attached Corrective Action Plan Form to describe the problem and the action to be taken. A follow-up review must be conducted with 45 calendar days. Anticipated date of follow-up review: _____</p>		

**APPENDIX F**  
**DC Comprehensive Assessment System for Health and Physical Education**  
**2013 Operational Test Blueprint**

<b>Content Strand</b>	<b># of Standards</b>	<b># of Items</b>	<b>% of Points</b>
<b>5<sup>th</sup> Grade</b>			
Communication and Emotional Health	4	7	16%
Safety Skills	3	5	12%
Human Body and Personal Health	3	5	12%
Disease Prevention	3	6	14%
Nutrition	1	5	12%
Alcohol, Tobacco and Other Drugs	2	4	9%
Healthy Decision Making	5	6	14%
Physical Education	6	5	12%
<b>TOTAL</b>	<b>27</b>	<b>43</b>	<b>100%</b>
<b>8<sup>th</sup> Grade</b>			
Communication and Emotional Health	3	6	13%
Safety Skills and Community Health	4	5	11%
Human Development and Sexuality	5	5	11%
Disease Prevention	3	7	16%
Nutrition	2	6	13%
Alcohol, Tobacco and Other Drugs	3	5	11%
Health Information and Advocacy	2	5	11%
Physical Education	6	6	13%
<b>TOTAL</b>	<b>28</b>	<b>45</b>	<b>100%</b>
<b>High School</b>			
Human Growth and Development	3	4	9%
Sexuality and Reproduction	2	5	11%
Disease Prevention and Treatment	3	9	20%
Nutrition	2	5	11%
Alcohol, Tobacco and Other Drugs	2	4	9%
Locate Health Information and Assistance	5	6	13%
Safety Skills	3	6	13%
Physical Education	4	6	13%
<b>TOTAL</b>	<b>24</b>	<b>45</b>	<b>100%</b>

**APPENDIX G**  
**2013 DC Comprehensive Assessment System for Health and Physical Education**  
**Schools that Participated in the 2013 Online Pilot**

**5<sup>th</sup> Grade**

Bancroft Elementary School, DCPS  
Whittier Education Campus, DCPS  
Arts & Technology PCS  
DC Prep Middle School PCS  
Mary McLeod Bethune PCS

**8<sup>th</sup> Grade**

Hardy Middle School, DCPS  
Whittier Education Campus, DCPS  
Alice Deal Middle School, DCPS  
Kramer Middle School, DCPS  
Kelly Miller Middle School, DCPS  
Sousa Middle School, DCPS  
DC Prep Middle School PCS  
Howard University Middle School PCS  
Mary McLeod Bethune PCS

**High School**

McKinley High School, DCPS  
Roosevelt High School, DCPS  
Luke C. Moore High School, DCPS

## APPENDIX H

### FitnessGram Test Information



#### **FITNESSGRAM® Tests** *Six Recommended Tests Are Bolded*

##### AEROBIC CAPACITY

- 1) **PACER** (Progressive Aerobic Cardiovascular Endurance Run) – Set to music, a paced, 20-meter shuttle run increasing in intensity as time progresses

Or:

- One-Mile Run – Students run (or walk if needed) one mile as fast as they can
- Walk Test – Students walk one mile as fast as they can (for ages 13 or above since the test has only been validated for this age group)



##### BODY COMPOSITION

- 2) **Skin Fold Test** – Measuring percent body fat by testing the tricep and calf areas

Or:

- Body Mass Index – Calculated from height and weight



##### MUSCULAR STRENGTH AND ENDURANCE

- 3) **Curl Up** – Measuring abdominal strength and endurance, students lie down with knees bent and feet unanchored. Set to a specified pace, students complete as many repetitions as possible to a maximum of 75



- 4) **Trunk Lift** – Measuring trunk extensor strength, students lie face down and slowly raise their upper body long enough for the tester to measure the distance between the floor and the student's chin

- 5) **Push-Up** – Measuring upper body strength and endurance, students lower body to a 90-degree elbow angle and push up. Set to a specified pace, students complete as many repetitions as possible

Or:

- Modified Pull-Up (proper equipment required) – With hands on a low bar, legs straight and feet touching the ground, students pull up as many repetitions as possible
- Flexed Arm Hang – Students hang their chin above a bar as long as possible



##### FLEXIBILITY

- 6) **Back-Saver Sit and Reach** – Testing one leg at a time, students sit with one knee bent and one leg straight against a box and reach forward

Or:

- Shoulder Stretch – With one arm over the shoulder and one arm tucked under behind the back, students try to touch their fingers and then alternate arms



**APPENDIX I**  
**DC Physical Activity for Youth Grantees and Project Descriptions, 2013**

<b>School</b>	<b>Project Description</b>	<b>Funding Amount</b>
Anne Beers Elementary School, DCPS	<ul style="list-style-type: none"> <li>• Purchase equipment to help combat obesity and encourage healthy eating habits.</li> </ul>	\$5,000
Banneker High School, DCPS	<ul style="list-style-type: none"> <li>• Create camping/orienteering; strength and conditioning; and yoga units in the PE course.</li> </ul>	\$10,000
Capitol Hill Montessori at Logan, DCPS	<ul style="list-style-type: none"> <li>• Improve outdoor space, purchase equipment, and create staff physical fitness incentive program.</li> </ul>	\$8,612.25
Community Academy PCS – Amos 1	<ul style="list-style-type: none"> <li>• Create a curriculum using SPARK (Sports, Play, and Active Recreation for Kids).</li> <li>• Purchase materials and provide professional development.</li> </ul>	\$10,000
Community Academy PCS– Butler	<ul style="list-style-type: none"> <li>• Create a curriculum using SPARK (Sports, Play, and Active Recreation for Kids).</li> <li>• Purchase materials and provide professional development.</li> </ul>	\$10,000
DC Bilingual PCS	<ul style="list-style-type: none"> <li>• Support PE teacher to focus on curriculum writing and improvements in students’ physical fitness data.</li> <li>• Participate in city-wide sports league.</li> </ul>	\$10,000
Deal Middle School, DCPS	<ul style="list-style-type: none"> <li>• Create a school-wide strength, conditioning, and wellness program that will promote wellness using target heart rate.</li> </ul>	\$10,000
E.L. Haynes PCS	<ul style="list-style-type: none"> <li>• Develop a comprehensive, well-rounded athletics program.</li> </ul>	\$10,000
Eagle Academy PCS	<ul style="list-style-type: none"> <li>• Create a summer camp for 380 students to play tennis, football, volleyball, soccer, t-ball, and basketball.</li> <li>• Provide transportation to swimming pool.</li> </ul>	\$10,000
Garrison Elementary School, DCPS	<ul style="list-style-type: none"> <li>• Partner with DC SCORES to provide year-round fitness activities.</li> </ul>	\$10,000
Jefferson Academy Middle School, DCPS	<ul style="list-style-type: none"> <li>• Establish wrestling and gymnastics programs.</li> </ul>	\$10,000
KIPP DC PCS – Benning Road	<ul style="list-style-type: none"> <li>• Offer after-school dance classes.</li> </ul>	\$10,000
KIPP DC PCS – WILL Academy	<ul style="list-style-type: none"> <li>• Offer after-school dance classes.</li> </ul>	\$10,000
Mamie D. Lee School, DCPS	<ul style="list-style-type: none"> <li>• Partner with Dance Place to provide after-school dance classes.</li> <li>• Provide trainings to faculty on movement exercises.</li> </ul>	\$10,000

Marie Reed Elementary School, DCPS	<ul style="list-style-type: none"> <li>• Partner with DC SCORES to establish tennis, golf, and other intramural clubs.</li> </ul>	\$10,000
Maury Elementary School, DCPS	<ul style="list-style-type: none"> <li>• Create a wellness center to promote physical activity and lifelong fitness and wellness.</li> </ul>	\$10,000
Miner Elementary School, DCPS	<ul style="list-style-type: none"> <li>• Partner with DC SCORES to provide fall and spring soccer.</li> </ul>	\$10,000
Mundo Verde PCS	<ul style="list-style-type: none"> <li>• Fund implementation of ¡Adelante!, a wellness and PE program.</li> </ul>	\$10,000
National Collegiate Prep PCS	<ul style="list-style-type: none"> <li>• Create an after-school traveling boys and girls basketball teams and a cheerleading squad.</li> </ul>	\$7,000
Potomac Lighthouse PCS	<ul style="list-style-type: none"> <li>• Develop a dirt yard adjacent to the school into a turf play area.</li> </ul>	\$10,000
Raymond Education Campus, DCPS	<ul style="list-style-type: none"> <li>• Implement after-school program series developed by Infinity Wellness Foundation.</li> </ul>	\$10,000
Shining Start Montessori Academy PCS	<ul style="list-style-type: none"> <li>• Continue development of physical wellness program that increases PA and PA knowledge.</li> </ul>	\$10,000
Washington Yu Ying PCS	<ul style="list-style-type: none"> <li>• Continue program from 2012 DC PAY grant to create PE program aligned with DC and IB curriculum.</li> </ul>	\$10,000
Watkins Elementary School, DCPS	<ul style="list-style-type: none"> <li>• Create intramural competitive sports.</li> <li>• Expand and improve Watkins Recess Running &amp; Walking Club.</li> <li>• Increase before, during, and after-school PA through programs such as BOKS, SPARK, and Running Club.</li> </ul>	\$10,000



**APPENDIX J**  
**DC Physical Activity for Youth Grantees and Project Descriptions, 2012**

<b>School</b>	<b>Project Description</b>	<b>Funding Amount</b>
Capitol Hill Montessori at Logan, DCPS	<ul style="list-style-type: none"> <li>• Purchased equipment (climbing wall, basketballs).</li> <li>• Started a Girls on the Run chapter.</li> </ul>	\$10,000
Center City PCS – six campuses	<ul style="list-style-type: none"> <li>• Defrayed cost of a Playworks coach at each campus. Playworks coach held daily active recess and several longer weekly sessions.</li> </ul>	\$60,000
DC Bilingual PCS	<ul style="list-style-type: none"> <li>• Supported salary of PE teacher to develop PE curriculum for PE class and incorporate physical activity into the classroom.</li> </ul>	\$10,000
EW Stokes PCS	<ul style="list-style-type: none"> <li>• Supported salary of Wellness Coordinator, to develop activities and train teachers to integrate physical activity into the classroom.</li> <li>• Purchased equipment (jump ropes, balls, mats, cones).</li> </ul>	\$10,000
Excel Academy PCS	<ul style="list-style-type: none"> <li>• Purchased the KidFit curriculum, which includes a one-year site license and materials such as balance beams, rhythm sticks, scarves, wobble boards, tumbling matts, balls, bean bags, CDs and CD players.</li> </ul>	\$4,950
KIPP Key Academy PCS	<ul style="list-style-type: none"> <li>• Partnered with CityDance to teach after school dance classes (ballet, hip hop/Afrofusion).</li> </ul>	\$10,000
National Collegiate Prep PCS	<ul style="list-style-type: none"> <li>• Supported after school traveling basketball team and cheerleading squad. Funds went toward coaches' salaries, supplies, and equipment.</li> </ul>	\$10,000
Savoy Elementary Schools, DCPS	<ul style="list-style-type: none"> <li>• Expanded Building Our Kids Success (BOKS) before-school program from 3 mornings/wk to 5 mornings/wk.</li> </ul>	\$10,000
SEED PCS	<ul style="list-style-type: none"> <li>• Purchased Nintendo Wii's and treadmills.</li> <li>• Integrated technology into PE curriculum.</li> </ul>	\$10,000
Thurgood Marshall Academy PCS	<ul style="list-style-type: none"> <li>• Started a swimming program.</li> <li>• Provided transportation to swimming pools and a swim instructor.</li> </ul>	\$10,000
Tree of Life PCS	<ul style="list-style-type: none"> <li>• Purchased equipment .</li> <li>• Supported PE teacher to train teachers in brain breaks and other ways to integrate physical activity into the classroom.</li> </ul>	\$10,000

Two Rivers PCS	<ul style="list-style-type: none"> <li>• Partnered with YMCA to offer “Wellness Wednesdays,” for students to participate in activities such as swimming, rock climbing, and running.</li> </ul>	\$10,000
Washington Yu Ying PCS	<ul style="list-style-type: none"> <li>• Paid partial salary for a PE teacher to offer more health and PE classes to all students.</li> </ul>	\$10,000