



District of Columbia
Office of the State Superintendent of Education

DISTRICT OF COLUMBIA HEALTHY SCHOOLS ACT 2020 REPORT

November 2020

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Executive Summary

The Healthy Schools Act of 2020, DC Official Code § 38-821.01 *et seq.*, affirms the District of Columbia's (District or DC) deep commitment to ensuring that all students attend schools that support their health and well-being. We know that healthy bodies and minds are the foundation of academic success. The Healthy Schools Act provides the solid foundation for ensuring students receive the nutrition, health services, and physical activity that they need in order to be prepared to succeed in school and in life.

The 2020 Healthy Schools Act Report, which presents progress during Fiscal Years 2019 and 2020 (the 2018-19 and 2019-20 school years), is the first report since the implementation of the Healthy Students Amendment Act of 2018 (HSAA). The passage of the HSAA has represented the opportunity to re-commit schools throughout the District to ensuring that all students have a healthy place to learn and grow.

As required by the Act, this report includes the biennial highlights for the Farm-to-School, School Gardens, and Health and Physical Education Programs. It also includes updates from the School Nutrition and Environmental Literacy Programs. Highlights in this report for each program include the following:

A. School Nutrition

- To ensure that all schools are informed of the updated requirements from the HSAA, the Office of the State Superintendent of Education (OSSE) updated its website with new resources, including the [Healthy Schools Act Informational Guide](#), the [HSA Nutrition Overview](#) one-pager, and the [Healthy Schools Act Nutrition webinar](#).
- OSSE awarded the new \$2 annual breakfast subsidy to 135 schools for a total of \$66,682.

B. Farm-to-School Initiatives

- In July 2020, OSSE was awarded a United States Department of Agriculture (USDA) Farm-to-School Grant in the amount of \$99,821 to increase local foods in eligible Child Nutrition Programs.
- OSSE improved data collection for local foods to calculate precise quantities of local food served and to better capture the financial impact schools provided to local growers.
- OSSE continued the success of Strawberries & Salad Greens Day and expanded the events' reach to include child development facilities.

C. School Gardens Program

- OSSE supported the establishment of 21 new school gardens in the 2018-19 school year and 17 new school gardens in the 2019-20 school year, for a total of 110 school campuses with active school gardens in both the 2018-19 and 2019-20 school years.
- OSSE awarded over \$600,000 in school garden grant funds over fiscal years 2019 and 2020. For fiscal year 2020, OSSE added a competitive preference to the grant selection process in order to promote equitable opportunities.

- OSSE continued implementing training for teachers on school gardens, including the Summer Institute for Garden-Based Teaching, which successfully pivoted to a series of virtual trainings during Summer 2020 due to the COVID-19 public health emergency.

D. Health Education, Physical Education, and Physical Activity

- OSSE worked with schools to achieve a School Health Profile completion rate of over 98 percent for both 2019 and 2020, which provides the District with a rich data set of the health and wellness activities and supports that are occurring in schools.
- OSSE continued administering the Nutrition Education and Physical Activity (NEPA) grant, which has brought healthy eating lessons, movement-based activities, physical activity-focused teacher training, and technical assistance to 52 schools in the District, including 18 schools with 1- or 2-star rating through the STAR Framework.
- To support continued improvement related to compliance, OSSE began sending annual compliance letters which notify principals of their school's compliance status with health education and physical education requirements, as well as provide information for creating and implementing action plans to increase minutes at any school out of compliance with the physical education minute requirements.
- OSSE created a self-assessment that allows schools to identify challenges they face in meeting the required physical education minutes for their grade band. This self-assessment will support the development of action plans that require schools to outline the steps they will take and the support they will need to meet physical education minute requirements.

E. Environmental Literacy Program

- OSSE led the development of the updated Environmental Literacy Plan which provides a framework to ensure that students will be prepared to make informed decisions concerning the environmental opportunities and challenges of the 21st century.
- OSSE piloted the Capital LEAF (Leaders in Environmental Actions for our Future) program to recognize green, healthy, and sustainable schools in the District. This program pilot, developed in consultation with the Healthy Youth and Schools Commission and school- and community-based partners, aims to support schools with achieving US Department of Education Green Ribbon certification.
- OSSE has successfully grown the Environmental Literacy Leadership Cadre to include 30 alumni schools and 10 additional schools currently participating in the third cohort.

Throughout fiscal years 2019 and 2020, OSSE continued to partner with education and related systems, including schools, government agencies, and community-based organizations, to remove health barriers to learning, promote health behaviors, and support students' healthy development. OSSE is pleased to present the 2020 Healthy Schools Act Report to the DC Council, the Mayor, and the Healthy Youth and Schools Commission.

I. Introduction

As the District of Columbia's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students. OSSE recognizes that healthy bodies and minds are the foundation of academic success. The Division of Health and Wellness leverages programming, partnerships, policy, and data to remove health barriers to learning so that people of all ages and backgrounds are prepared to succeed in school and in life. The Healthy Schools Act of 2010 (HSA), DC Official Code § 38–821.01. *et seq*, provides an opportunity for OSSE to further this mission.

The HSA supports District of Columbia Public Schools (DCPS), public charter schools, and participating private schools to become healthy places for all students and school communities. It includes the following health and nutrition requirements, programs, and standards for District schools and agencies:

- Nutrition and food-sourcing standards, local meal reimbursement rates, and public disclosure requirements for meals;
- Requirements for vending, fundraising, and prizes in schools;
- Programs for promoting farm-to-school, locally grown, and sustainable agriculture practices;
- Physical education and health education requirements and standards;
- The environmental literacy and school gardens programs; and
- The authority for OSSE to administer school health-related grants.

With funding beginning in Fiscal Year 2020, the Healthy Students Amendment Act of 2018 (HSAA) made key changes to the HSA's nutrition, physical education, and physical activity requirements. OSSE published the [Healthy Schools Act Informational Guide](#) in November 2019 to support schools and LEAs with understanding and meeting existing HSA requirements as well as the updated requirements from the HSAA.

A. Reporting Requirements

The HSA requires that OSSE submit a comprehensive report on the District's compliance with the Act to the Mayor, Council, and the Healthy Youth and Schools Commission beginning Sept. 30, 2020 and biennially thereafter. The report must include the following:

- An update on farm-to-school initiatives and recommendations for improving these initiatives;¹
- Compliance of public schools and public charter schools with the health education and physical education and activity requirements;²
- Student achievement with respect to the health and physical education and activity standards;³

¹ DC Official Code § 823.03(1).

² DC Official Code § 824.05(1).

³ DC Official Code § 824.05(2).

- An update about the state of environmental education in the District, plans for expansions, and recommendations for improving the plan;⁴ and
- The state of school gardens in the District, plans for expanding them, and recommendations for improving the program.⁵

B. Acknowledging the Challenges of COVID-19

This report covers HSA activities completed in fiscal years 2019 and 2020 (the 2018-19 and 2019-20 school years). On March 11, 2020 Mayor Bowser declared a state of emergency and a public health emergency (Mayor's Order 2020-045) in response to the novel coronavirus (COVID-19). Within one week, DCPS and public charter schools across the District closed for in-person instruction and transitioned to distance learning. Additionally, beginning March 16, 2020, DC government agencies transitioned to a telework and COVID-19 rapid response posture, including the OSSE Division of Health and Wellness. While COVID-19 substantially altered the landscape and operational realities for HSA activities in the second half of fiscal year 2020, OSSE continued to work in partnership with schools, LEAs, and community partners to address real-time needs and barriers and to ensure student health remained in focus during COVID-19 response and recovery. Throughout this time, the OSSE Division of Health and Wellness transitioned its HSA portfolios and deliverables to support schools and LEAs in remaining compliant with HSA and utilizing available grant funds to the best extent feasible. As reflected in this report, COVID-19 impacted outcomes for a handful of grants and programs in the second half of fiscal year 2020; however, OSSE has continued to adapt to the new operational realities under the public health emergency in order to support schools in promoting health and wellness for all students and families.

For more information, please refer to the [OSSE Guidance and Resources for COVID-19-related Closures and Recovery webpage](#) or coronavirus.dc.gov.

II. School Nutrition

The HSA includes many requirements for meal standards. Public schools, public charter schools, and participating private schools (collectively referred to as “covered schools”) are eligible to receive meal reimbursements and subsidies, provided that the meals meet all of the requirements outlined in the HSA. Failure to comply with the nutritional standards and requirements may result in corrective action, including the withholding of future HSA reimbursements. OSSE verifies compliance during each School Food Authority's (SFA's) Administrative Review, via the annual [School Health Profiles](#), and through the collection and review of documentation, such as the Locally Grown Food Item Tracking Log and applications or waivers related to

⁴ DC Official Code § 38-825.02(c).

⁵ DC Official Code § 38-825.03(b).

alternative breakfast serving models. OSSE provides annual training and technical assistance and guidance for SFAs regarding school nutrition.

The Healthy Students Amendment Act of 2018 made the following key changes related to school nutrition:

- Created a new annual \$2.00 per-student subsidy for schools that implement an alternative breakfast serving model, such as breakfast in the classroom or grab-and-go carts, to purchase equipment and supplies to operate the alternative breakfast model;
- Allowed elementary schools to apply for a waiver to the breakfast in the classroom requirement;
- Increased the breakfast reimbursement to 20 cents per meal served;
- Required schools to provide daily vegetarian options for breakfast and lunch at all grade levels;
- Required schools to provide reasonable accommodations for religious and non-medical dietary restrictions;
- Required all milk to be unflavored; and
- Required that all grain products be whole-grain rich.

A. Updates

The following are updates related to the implementation of the new school nutrition-related requirements from the Healthy Students Amendment Act of 2018.

1. Annual Subsidy

An alternative breakfast serving model is a method of serving breakfast, such as breakfast in the classroom (BIC) or breakfast on grab-and-go carts, in which breakfast is offered in one or more high student traffic locations other than the cafeteria. With alternative breakfast serving models, breakfast is also available after the start of the school day or both before and after the start of the school day. The model must be proven to increase student participation in breakfast relative to the traditional serving model of serving breakfast in the cafeteria before the start of the school day. Other alternative serving models beyond the ones listed here may be used but may require approval by OSSE. In order to be approved, OSSE will collect information about the alternative breakfast serving model that schools choose to use, as well as evidence that the model is increasing breakfast participation.

The HSAA created an annual subsidy of two dollars per student for schools that implement an approved alternative breakfast serving model. These funds must be used to purchase equipment or supplies to operate the alternative breakfast serving model. Schools are required to submit an annual subsidy application in order to receive the funds.

OSSE released the annual subsidy application in December 2019, and it was due from schools by Feb. 29, 2020. For the 2019-20 school year, OSSE awarded the \$2 breakfast subsidy to 135 schools for a total of \$66,682.

2. Breakfast in the Classroom (BIC) Waiver

Breakfast in the Classroom (BIC) is an alternative breakfast serving model where students eat breakfast in the classroom after the start of the school day. If more than 40 percent of the students at an elementary school qualify for free or reduced-price meals, and the elementary school's current breakfast participation is below 75 percent of its average daily attendance, then the HSA requires the elementary schools to serve BIC. The HSAA allows elementary schools to request of OSSE a one-year waiver to the BIC requirement. Waiver requests must include a strategy that will enable the school to reach a breakfast participation rate exceeding 75 percent of its average daily attendance. BIC waiver requests are school-specific and must be submitted to OSSE via a written action plan. Schools that do not demonstrate incremental progress toward meeting the 75 percent participation rate will be required to implement BIC at the start of the next school year.

OSSE released the first opportunity for BIC waivers in Summer 2020. In Summer 2020, DCPS and the majority of public charter schools made the decision to start the 2020 school year in a virtual posture. In an all-virtual posture, BIC is not an option, and schools transitioned to providing meals through alternative serving models such as grab-and-go or home delivery.

Per [OSSE's Health and Safety Guidance for Schools: COVID-19 Recovery Period](#), to the extent feasible, schools should allow students to eat breakfast and lunch in the classroom, rather than mixing in the cafeteria. While schools can apply for a BIC waiver, due to meals being provided via alternative serving models while students participate in distance learning and the health and safety recommendation that students eat in the classroom upon returning to the school building, OSSE anticipates most meals served to students onsite in the 2020-21 school year to be served in the classroom, negating the need for a BIC waiver. BIC waivers will be reviewed and approved on a case-by-case basis and will take into consideration all of the health and safety protocols necessary in response to COVID-19.

3. Increased Breakfast Meal Reimbursement

The HSAA increased the reimbursement for breakfast from 10 cents per meal to 20 cents per meal. OSSE began reimbursing schools at the higher rate beginning with claims that were submitted for October 2019. This increased breakfast meal reimbursement supports School Food Authority (SFA) costs of providing free breakfast to all students in DC as well as meeting the additional nutrition requirements of those meals, such as the whole grains requirement.

4. Additional Meal Requirements

The HSAA also included additional requirements for school meals. These requirements included providing daily vegetarian options for breakfast and lunch at all grade levels; providing reasonable accommodations for religious and non-medical dietary restrictions; all milk being unflavored; and all grain products being whole-grain rich. To ensure that all schools are informed of these requirements, OSSE updated the [Healthy Schools Act page](#) of the OSSE website with an overview of the updates and published the following new resources:

- The [Healthy Schools Act Informational Guide](#), released in November 2019, provides in-depth information on all of the requirements of the Healthy Schools Act, as amended by the Healthy Students Amendment Act of 2018.
- The [HSA Nutrition Overview](#) one-pager was updated in December 2019 to summarize the nutrition requirements.
- The [Healthy Schools Act Nutrition webinar](#), released in January 2020, provides a summary of the nutrition requirements in the Healthy Schools Act, as amended by the Healthy Students Amendment Act of 2018.

In addition to sharing these resources via the LEA Look Forward and Beyond the Tray newsletters, OSSE also provided an overview of the changes to school foodservice personnel at the annual trainings in July 2019. The 2019 annual training was attended by over 60 LEAs, including over 150 school foodservice staff. OSSE provided additional training during the July 2020 annual trainings, which were attended by 59 LEAs, including over 160 school foodservice staff.

B. Grant Opportunities

The HSA established the Healthy Schools Fund, which is administered by OSSE.⁶ In addition to providing additional funding for healthy school meals, the Healthy Schools Fund also supports grants. To increase cafeteria staff's abilities to provide healthy meals for students, OSSE issues grants to public schools, public charter schools, and other organizations for the acquisition of kitchen equipment and for providing training sessions on cooking skills and nutrition for school cafeteria workers and school foodservice vendors.

1. Cafeteria Staff Training Grant

The Cafeteria Staff Training Grant provides school food service and nutrition employees with the knowledge, training, and tools necessary to plan, prepare, and purchase healthy products to create nutritious, safe, and enjoyable school meals. The grant funds training sessions for school foodservice and nutrition employees at schools participating in the National School Lunch Program (NSLP) and the HSA.⁷

OSSE had an in-person training with each grantee at the beginning of the grant period. To monitor grant activities, OSSE had quarterly check-ins with each grantee to discuss grant activities and any challenges the grantee was facing in expending all grant funds. OSSE staff also conducted oversight by attending some of the trainings hosted by grantees.

⁶ DC Official Code § 38–821.02.

⁷ School foodservice employees are defined as individuals in a school who are responsible for the preparation and serving of all menu items.

For both the fiscal year 2019 and fiscal year 2020 grants, the main use of funds by grantees was to fund staff stipends for foodservice/nutrition employees' time spent in trainings. These staff would otherwise not be paid for their time spent in trainings. Grantees also used funds to hire external trainers to provide in-person trainings. For both years, OSSE was pleased to see that grantees opened their trainings up to other schools' foodservice/nutrition employees to attend, and that many schools took advantage of this.

i. Fiscal Year 2019 Grant

The Fiscal Year 2019 Request for Applications (RFA) was released on Sept. 10, 2018, and the grant closed on Oct. 25, 2018. The total funding available for this grant was \$200,000. OSSE received four applications for the grant, which represented three schools and one community-based organization. All four applicants were funded, and funding ranged from \$34,855.50 to \$69,054.50 (Attachment 1). Grantees were notified of their award in December 2018 and had until Sept. 30, 2019 to expend all funds. Grantees used funding to provide training on topics such as reducing meal waste, farm-to-school, cooking skills, standardized recipes, production records, customer service, communication skills, and food safety. Some trainings included farm field trips and hands-on learning in the cafeteria.

ii. Fiscal Year 2020 Grant

The fiscal year 2020 RFA was released on Oct. 15, 2019, and the grant closed on Dec. 6, 2019. The total funding available for this grant was \$100,000. OSSE received four applications for the grant, which represented three schools and one community-based organization. The applicants included one new grantee and three previous year grantees (Attachment 2). All four applicants were funded, and funding ranged from \$5,000 to \$43,193.65. Applicants were notified of their award in February 2020 and had until Sept. 30, 2020 to expend all funds.

The fiscal year 2020 grant contained a competitive preference, intended to increase the reach of the grant by prioritizing applicants that provide training to cafeteria staff at more schools. We also prioritized equitable distribution of resources by prioritizing schools that have a rating of 1 or 2 stars through the STAR Framework. In addition to the external reviewer scores, applicants received one additional point for each school that would be served through the grant and one additional point for each school bring served through the grant who has a rating of 1 or 2 stars through the STAR Framework.

2. National School Lunch Program (NSLP) Equipment Assistance Grant

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

OSSE utilizes both federal funding (The Consolidated Appropriations Act of 2018 [Public Law 115-141] and Consolidated Appropriations Act of 2019 [Public Law 116-6]) and local funding (the Healthy Schools Fund)⁸ in order to increase the size of this grant and reach more schools. OSSE requires grant applicants to address at least one of the following focus areas for the NSLP Equipment Assistance Grant:

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

The United States Department of Agriculture (USDA) has a four-tiered competitive preference which OSSE must use in determining awards:

- First priority must go to applicants in Tier One who have a free and reduced rate above 50% and who have not received a prior equipment grant;
- Second priority must go to applicants in Tier Two who have a free and reduced rate above 50% and who have received a prior equipment grant;
- Third priority must go to applicants in Tier Three who have a free and reduced rate below 50% and who have not received a prior equipment grant; and
- Final priority goes to applicants in Tier Four who have a free and reduced rate below 50% and who have received a prior equipment grant.

i. Fiscal Year 2019 Grant

The fiscal year 2019 NSLP Equipment Assistance Grant awarded \$100,703.32 to six schools (Attachment 3). Federal funding paid for \$68,301 of the grant, and the Healthy Schools Fund paid for \$32,402.32. OSSE received eleven applications, which represented nine SFAs. All grantees were in Tier One of the USDA's competitive preference. Grantees were notified of their award in April 2019 and had until Sept. 30, 2020 to obligate all funds. Equipment being purchased with grant funds includes the following: new serving lines, ovens, refrigerators, food warmers, and a milk cooler.

⁸ DC Official Code § 38–821.02.

ii. Fiscal Year 2020 Grant

The fiscal year 2020 NSLP Equipment Assistance Grant awarded \$100,000 to eight schools (Attachment 4). Federal funding paid for \$70,451 of the grant, and the Healthy Schools Fund paid for \$29,549. OSSE received 15 applications, which represented 11 SFAs. Ten grantees were in Tier One of the USDA's competitive preference, and one grantee was in Tier Two (see Attachment 4 for the list of grant recipients).

The fiscal year 2020 NSLP Equipment Assistance Grant contained a competitive preference, intended to distribute resources more equitably. OSSE's Division of Health and Wellness competitive preference is consistent with and in addition to the USDA's competitive preference. Public and public charter schools were eligible for a competitive preference if they had a rating of 1 or 2 stars through the STAR Framework and have not received an NSLP Equipment Assistance Grant in the previous five years.

Grantees were notified of their funding in January 2020 and have until Sept. 30, 2021 to obligate all funds. Equipment being purchased with grant funds includes the following: steam tables, ovens, cafeteria tables, walk in freezer, hot serving line, and a gas cooking range.

III. Farm-to-School Initiatives

Farm-to-school connects schools and local farms with the objectives of serving healthy meals in schools; improving student nutrition; providing agriculture, health, and nutrition education opportunities; and supporting local and regional farmers. Farm-to-school, at its core, is about establishing relationships between local foods and school children by way of including, but not limited, to the following:

- Locally grown, locally processed, and unprocessed foods in school meals—breakfast, lunch, after-school snacks—in classrooms, and as taste tests;
- Educational activities related to agriculture, food, health, or nutrition, such as nutrition education curricula, farm tours, farmer in the classroom sessions, culinary education, educational sessions for parents and community members, and visits to farmers' markets; and
- School gardens as an opportunity for hands-on learning.

OSSE's Farm-to-School Program supports schools in procuring and serving local foods by collecting data about local foods served as a part of the school meals program; offering technical assistance to school foodservice staff, educators, community partners, and schools; hosting District-wide events such as Growing Healthy Schools Month and Strawberries and Salad Greens Day; and administering the Farm Field Trip Program. This report provides updates on OSSE's efforts to promote continued growth and success of farm-to-school initiatives in DC.

A. Updates

During the 2018-19 and 2019-20 school years, OSSE has continued to explore new avenues to support and encourage local food sourcing and farm-to-school educational experiences through targeted technical assistance, facilitated annual events, and improvements to the Farm Field Trip Program.

1. Local Food Sourcing

As required by the Healthy Schools Act, public and public charter schools shall serve locally grown, locally processed, and unprocessed produce from growers engaged in sustainable agriculture practices whenever possible.⁹ Preference shall be given to fresh, unprocessed agricultural products grown and processed in the District of Columbia, Maryland, and Virginia.

On a quarterly basis, LEAs are required to report to OSSE the local foods served as part of the school meal programs using the “Locally Grown and Unprocessed Food Item Tracking Log” (Attachment 5). Previously, this tracking log requested the frequency with which local foods were served as part of the school breakfast or lunch meals, as well as the farm and the state of origin. These data were used to estimate pounds for each specific food item served across the District throughout the year. OSSE collected data using this method from the 2014-15 school year through the 2016-17 school year. The tracking log was modified for the 2017-18 school year and again in the 2018-19 school year to begin collecting the number of pounds of local food received as well as the dollar value of those pounds. This updated data collection allows OSSE to know precise quantities of local food served and better captures the financial impact schools provided to local growers.

The following highlights were obtained through the tracking logs submitted during the 2018-19 and 2019-20 school years:

- In the 2018-19 school year, 2,846,439 pounds of locally grown foods were served in District public and public charter schools, a 23 percent increase from the previous school year. Through quarter three of the 2019-20 school year despite unanticipated school closures due to the COVID-19 public health emergency during spring, a peak season for local produce, 996,208 pounds at a value of at least \$775,000 of locally grown foods were served.
- The top five locally procured items by weight served as part of District school meals in both the 2018-19 and 2019-20 school years were apples, pears, corn, green beans, and sweet potatoes.
- In the 2018-19 school year, 45 percent of locally produced items for District school meals came from within 100 miles of DC. Eighteen percent of locally produced items came from within 100 miles of DC during the first three quarters of the 2019-20 school year.
- During the 2018-19 school year, 88 farms provided local foods to District schools and 87 farms provided local foods in the 2019-20 school year. Figure A shows the change in number of farms involved since tracking began in 2014.

⁹ DC Official Code § 38–823.01.

Figure A: Number of Farms Providing Local Items to School by School Year

School Year	Farms Providing Local Items to Schools
2013-14	22
2014-15	69
2015-16	59
2016-17	15
2017-18	54
2018-19	88
2019-20	87

These data show that LEAs are continuing to make strides to incorporate local produce into their school meals. Updated tracking measures provide a more comprehensive understanding of the financial impact schools have on the regional food system and create a baseline by which to set goals for local food pounds and values for subsequent school years.

In July 2020, OSSE was awarded a USDA Farm-to-School Grant in the amount of \$99,821 for the 2020-21 and 2021-22 school years. With these funds, OSSE will increase local foods in eligible Child Nutrition Programs (CNPs) by implementing comprehensive farm to CNP programming. This will be accomplished through four activities:

- Establishing a DC Farm to CNP Advisory Board to share expertise and develop a five-year strategic plan for DC Farm to CNP;
- Developing a series of online trainings on high priority CNPs needs;
- Providing expert and targeted technical assistance to new and challenged CNP operators; and
- Developing a DC Farm to CNP Toolkit that identifies best Farm to CNP practices.

These activities will provide CNP operators with the knowledge and support they need to effectively procure local foods.

2. Farm-to-School Technical Assistance

As required by the Healthy Schools Act, OSSE shall, in conjunction with the Department of Health (DC Health), the Department of Parks and Recreation (DPR), the Department of Energy and Environment (DOEE), the University of the District of Columbia (UDC), community organizations, foodservice providers, public schools, and public charter schools, develop programs to promote the benefits of purchasing and eating locally grown and unprocessed foods that are from growers engaged in sustainable agricultural practices.¹⁰ OSSE continues to work with partnering agencies and community-based organizations to provide technical assistance for school staff, foodservice staff, foodservice vendors, and community partners working to increase the amount of local food served in meal service programs. Additionally, OSSE serves as the Core Partner for the National

¹⁰ DC Official Code § 38–823.02.

Farm to School Network and provides school meals context for the DC Good Food Purchasing Program Coalition.

Stakeholder Support: Foodservice staff have consistently identified support in procuring local foods as a technical assistance need. Because schools operate under a variety of foodservice models, it is important that this support be tailored to the model in use. As part of a series of procurement outreach events in 2019 and 2020, OSSE provided technical assistance for foodservice staff interested in adding farm-to-school language to their foodservice vendor solicitations. The foodservice vendor solicitation templates are available for each foodservice model and include farm-to-school criteria required by the HSA, as well as optional farm-to-school practices that can be added to a solicitation (Attachment 6). For example, in the food service management company (FSMC) Request for Proposal template, schools can include the requirement that the FSMC provide information highlighting nutrition, agriculture, and food system careers to showcase career opportunities within farm-to-school related fields; the FSMC will visit SFA cafeterias, classrooms, and/or the school garden at least annually to promote the importance of farming and agriculture with students; or other options that correspond with the school's farm-to-school program needs.

The National Farm to School Network: The [National Farm to School Network \(NFSN\)](#) is an information, advocacy, and networking hub for communities working to bring local food sourcing, school gardens, and food and agriculture education into schools and early care and education settings. During the 2018-19 school year, OSSE became the Core Partner for NFSN. In this role, OSSE collaborates with Core Partners from each state and territory in the nation and OSSE's farm-to-school, school garden, and healthy tots specialists work together with Supporting Partners DC Greens, DC Bilingual Public Charter School, and FRESHFARM to convene District-based farm-to-school stakeholders from a variety of practice areas. This convening creates a network for resource sharing, professional development, and best practice sharing locally in DC. OSSE and the DC Farm to School Supporting Partners are working to develop a strategic plan and to identify associated metrics. The purpose of this strategic plan will be to meet DC Farm to School's goal to incorporate food education into schools and early childhood education (ECE) sites through field trips, gardening, taste tests, and other hands-on activities and to increase the amount of local food being served in DC schools and early childhood development facilities so that every child in DC is engaged in farm-to-school or farm to ECE programming.

DC Good Food Purchasing Program Coalition: OSSE was invited to join the DC Good Food Purchasing Program (GFPP) Coalition during the 2018-19 school year. The Coalition was founded in 2016 and is comprised of DC public, private, and non-profit groups dedicated to improving food purchasing across the District. The Coalition grew out of the DOEE's Sustainable DC Plan, which focuses on transforming Washington, DC into the "healthiest, greenest, most livable city in the US" over the next 20 years.¹¹ As written in the Healthy Schools Act, schools are strongly encouraged to procure food in a manner consistent with the GFPP's core values of local economies, nutrition, valued workforce, environmental sustainability, and animal welfare. OSSE's foodservice vendor procurement templates included this language beginning during the 2019-20 school year. During the 2018-19 and 2019-20 school years, the GFPP coalition met quarterly to develop a strategic plan to guide the work of the group.

¹¹ Sustainable DC 2.0 Plan. Retrieved from: http://www.sustainabledc.org/wp-content/uploads/2019/04/sdc-2.0-Edits-V5_web.pdf

3. Annual Celebrations

Per the Healthy Schools Act, OSSE shall, in conjunction with DC Health, DPR, DOEE, UDC, community organizations, foodservice providers, public schools, and public charter schools, develop programs to promote the benefits of purchasing and eating locally grown and unprocessed foods that are from growers engaged in sustainable agriculture practices. At minimum, OSSE shall conduct at least one program per year, such as an annual local flavor week or a harvest of the month program, in collaboration with other District agencies and nonprofit organizations. To meet this requirement, OSSE hosts two annual celebrations that focus on farm-to-school and that promote healthy eating.

Growing Healthy Schools Month: Growing Healthy Schools Month, which occurs every October, celebrates the health of students in public and public charter schools throughout the District. During the annual month-long celebration, schools collaborate with community-based organizations, District government agencies, farmers, athletes, and chefs to provide inspiring activities and learning opportunities that engage students in topics of nutrition, environment, and physical activity. OSSE encourages schools to leverage the Growing Healthy Schools Month to institutionalize healthy school habits and initiatives throughout the entire school year. OSSE hosts an annual Growing Healthy Schools Month Award Ceremony when the month is over to celebrate the schools and students who participated, as well as to award contest winners. Students, teachers, parents, and external partners attend this annual event at OSSE headquarters to celebrate the month.

Thirty-one schools registered to participate in the 2018 Growing Healthy Schools Month (Attachment 7). At the celebration, the Gilda Allen Best School Garden Award was presented to School-Within-School @ Goding, St. Coletta of Greater Washington, Stoddert Elementary School, and Thurgood Marshall Academy Public Charter School. To enter the Gilda Allen Best School Garden Award contest, students are challenged to write a short essay answering the question: “Why is your school garden the best school garden in the District?”

Twenty-six schools registered to participate in the 2019 Growing Health Schools Month (Attachment 8). At the celebration, the Gilda Allen Best School Garden Award was presented to Barnard Elementary School, KIPP DC Webb Campus, School Without Walls at Francis Stevens, and Thurgood Marshall Academy Public Charter School. Additionally, in 2019 OSSE debuted the Farm-to-School Champion Award, recognizing a teacher, administrator, student, parent, or community member such as a farmer who supports the farm-to-school movement at DC schools. The inaugural Farm-to-School Champions were nominated by students and staff from D.C. Bilingual Public Charter School, Friendship Armstrong Public Charter School, Tubman Elementary School, and KidPower, a community-based organization that supports several DCPS schools.

Strawberries & Salad Greens Day: The annual Strawberries & Salad Greens Day is a school-based celebration that exposes students throughout the District to the concept of consuming more fruits and vegetables through locally grown produce. To assist schools in celebrating this event, OSSE provides educational resources to local education agencies and schools, including classroom lesson plans, sample morning announcements, and ideas for education stations for parents and guardians at pick-up and drop-off locations. OSSE strategically coordinates the framework of the school celebrations and provides a strawberry and greens plant, stickers, T-shirts, recipe cards, and talking points to schools and volunteers.

During the 2019 Strawberries & Salad Greens Day, which was hosted on June 5, 2019, 152 schools and child care facilities registered to participate by either serving locally grown strawberries and/or salad greens as

part of their school lunch, or by hosting an educational station during the school day or during after school programming.

In 2019, OSSE also expanded Strawberries & Salad Greens Day to include child development facilities. OSSE developed a [resource guide for child development facilities](#) to utilize, which included age-appropriate educational materials and activities. Because 2019 was the first year that child development facilities participated, OSSE staff visited all of the participating child development facilities to support them and celebrate the event with them.

The 2020 Strawberries & Salad Greens Day, which was scheduled for June 3, 2020, was canceled due to the COVID-19 public health emergency.

4. Farm Field Trip Contract

The promotion of farm-to-school locally grown produce and sustainability is at the heart of the District's Health and Wellness efforts, since it enhances student critical thinking by applying classroom concepts (in science and nutrition) within the farm context. In 2014, OSSE identified the need to increase the number of District students at schools and child development facilities who visit local farms within or around the District to see where food is grown and learn about plants, growing cycles, pollination, climate, and wildlife. Funded through the Healthy Schools Fund, OSSE first awarded the Farm Field Trip Grant during the 2014-15 school year for individual applicants to cover the cost of transportation to a farm, farm fees, and materials for post field trip classroom activities (Figure B). The Farm Field Trip Grant was available only to community-based organizations (CBOs) during the 2017-18 school year and no awards were made.

Feedback gathered from farm-to-school stakeholders in the winter of 2018 revealed challenges related to the original Farm Field Trip Grant request for application language, submission process, and cost structure. OSSE responded to these challenges by transitioning from a competitive grant to a contract funding mechanism for the 2018-19 school year. During the 2018-19 school year, the contract was awarded to the Friends of the National Arboretum. Through 28 field trips, 711 District students had the opportunity to visit the Washington Youth Garden to understand how a variety of foods are cultivated, learn about the importance of consuming locally grown food, and explore the landscape within and around the District as a space for growing and raising food through hands-on activities aligned with grade-level curricula and education based standards across area subjects. Topics included science and environmental literacy concepts, such as growing cycles, plants, pollination, climate, wildlife, and nutrition education concepts, such as local foods as a part of a healthy lifestyle.

The 2019-20 Farm Field Trip Program contract was again awarded to the Friends of the National Arboretum with an estimated 700 students due to participate in farm field trips through September 2020. The COVID-19 public health emergency in spring 2020 necessitated modifications to the contract so that the contractor could develop a plan for bringing in more, but smaller, groups for field trips, as determined safe and feasible, and for conducting virtual field trip opportunities for teachers to use as a substitute for their scheduled in-person field trips.

Figure B: Farm Field Trip Program, by School Year

School Year	Funding Mechanism	Eligible Grantees	Amount Awarded	Number of Schools	Number of Students
2014-15	Competitive Grant	LEAs, CBOs	\$33,644	23	1,142
2015-16	Competitive Grant	LEAs, CBOs	\$31,000	19	1,008
2016-17	Competitive Grant	LEAs, CBOs	\$19,500	13	500
2017-18	Competitive Grant	CBOs	\$0	--	--
2018-19	Contract	CBOs	\$30,852	28	711
2019-20	Contract	CBOs	\$53,375	14	1,385

B. Upcoming Farm-to-School Initiatives

In an effort to continually improve the health and learning experience for all District students, OSSE frequently evaluates and considers ways to improve access to farm-to-school. OSSE plans the following improvements to the farm-to-school program:

- Identify additional channels through which schools are serving locally grown food, such as the Fresh Fruit and Vegetable Program (FFVP), and develop standard operating procedures for reporting this data through the Locally Grown and Unprocessed Foods Item Tracking Log or other existing reporting mechanisms;
- Build on the positive response from the procurement series for school foodservice staff by developing complementary materials specific to farm-to-school programming and local food procurement;
- Continue to expand the reach of annual events at child development facilities, schools, and community-based organizations; and
- Reassess the Farm Field Trip Program to determine its effectiveness in contributing to the DC farm-to-school goals as identified in the strategic plan.

IV. School Gardens Program

The purpose of the School Gardens Program is to engage District students in high quality garden-based learning (GBL). As required by the Healthy Schools Act, the School Gardens Program:

- Coordinates the efforts of community organizations, DPR, DOEE, DCPS, the Department of General Services (DGS), the Public Charter School Board (PCSB), and UDC to establish gardens as integral components of public schools and public charter schools;
- Complements the Food Production and Urban Gardens Program;
- Establishes and convene a Garden Advisory Committee composed of community organizations, District government agencies, and other interested persons;
- Collects data on the location and types of gardens in public schools and public charter schools;
- Provides technical assistance to public schools and public charter schools;

- Coordinates curricula for school gardens and related projects;
- Provides training, support, and assistance to gardens in public schools and public charter schools; and
- Assists public schools and public charter schools in receiving certification as US Department of Education Green Ribbon Schools.¹²

The HSA also requires that UDC assists the School Gardens Program by providing technical expertise, curricula, and soil testing for school gardens. Further, school gardens must include a demonstration compost pile when feasible.

A. State of School Gardens

The school garden movement in the District continues to thrive, with school gardens across all eight wards of the District that are being used to engage students in standards-based instruction during the school day and as enrichment during extended day activities.

1. Coordination with Community Organizations and District Agencies

Community based organizations (CBOs) and District agencies that support garden-based teaching and learning are essential to the success of school gardens in the District. Schools rely on CBOs and District agencies for expertise in administering essential aspects of school gardens including garden establishment, maintenance, and instruction. The OSSE School Gardens Program maintains a list of school garden partners (Appendix 11), which was made available to support school staff with identifying partners.

During the 2018-19 and 2019-20 school years, the OSSE School Gardens Program coordinated with community organizations and District agencies to:

- Provide technical assistance to school gardens;
- Provide garden-based trainings and professional development to teachers, CBO staff, and community members;
- Add new or improve existing school gardens;
- Develop processes to find a second life for District trees as stumps, raised beds, and mulch to improve school gardens through the Urban Wood Reuse for Schools Program;
- Provide schools with egg-laying hens through the Chickens in School Program; and
- Administer the [Shared Roots Program](#) which connects community members with school gardens.

¹² DC Official Code § 38–825.03.

2. School Garden Advisory Committee

School garden advisory committee members, which included representatives from CBOs, foodservice vendors, District government agencies, and District schools provided ongoing feedback and guidance to OSSE that directed the work of the School Gardens Program (Attachment 12). Committee members provided regular feedback on training materials and guidance documents. Additionally, committee members advised both the school garden and farm-to-school programs through a formal meeting on Oct. 8, 2019. At that meeting, members discussed awards and trainings and solicited feedback on the school garden guide.

3. Data Collection

OSSE collects data on the locations and types of school gardens using the following data collection tools:

- School Health Profiles;¹³
- School Garden Registration; and
- School Garden Assessment.

Beginning with the 2018-19 school year, OSSE utilized the School Health Profile as its sole data source to calculate the total number of public and public charter schools with gardens in the District. This was done to streamline the data collection process for schools and to more accurately validate school garden data. Previously, OSSE used a mixture of survey and site-visit methods to calculate the total number of school gardens, including coordinating with District private schools and schools that did not complete the School Health Profile. Beginning with the 2018-19 school year, OSSE only used School Health Profile data and did not include District private schools or schools that did not complete the School Health Profile in its total of schools with gardens. Due to this, the total number of District schools with gardens appears smaller beginning with the 2018-19 school year. Throughout this report, beginning with the 2018-19 school year, all data on school gardens only includes schools that indicated that they had a garden on the School Health Profile. In addition, schools with a garden had that displayed as a school program on their profile page of the DC School Report Card.

Schools that indicate that they have a school garden on the School Health Profile are sent a link to the School Garden Registration form and the School Garden Assessment. The School Garden Registration form is the primary tool to assess the state of school gardens. Information collected is used to improve current systems of support, identify priority areas, and inform new initiatives to support schools CBOs in establishing and maintaining school gardens. The School Garden Assessment is the primary tool used by the OSSE School Gardens Program for collecting data about the quality of school gardens. The tool assesses school gardens in four categories: design, systems, program organization, and instruction. OSSE provides assessment data back

¹³ Each public and public charter school within the District of Columbia is required to complete the School Health Profile Questionnaire and submit to OSSE pursuant to the Healthy Schools Act of 2010, DC Official Code § 38–826.02. The information collected in the School Health Profile serves as a comprehensive means of monitoring and evaluating schools on how well they are meeting the requirements under the Healthy Schools Act. All data in the School Health Profile are self-reported by each school. For more information, please visit: <https://osse.dc.gov/service/healthy-schools-act-school-health-profiles>.

to schools through a comprehensive report. The data collected are used to communicate best practices, determine the greatest areas of need, track aggregated progress over multiple school years, inform training content, and identify technical assistance needs. Figure C shows the number of responses by data collection tool each year. As shown in the figure, the response rate is much lower for the School Garden Registration and the School Garden Assessment Tool, as compared with the number of schools who report having a school garden in the School Health Profile. As such, data from those tools are not representative of all school gardens across the District.

Figure C: Data Collection Responses by School Year

Data Collection Tool	SY2018-19	SY2019-20
School Health Profile	216	222
School Garden Registration	86	86
School Garden Assessment Tool	28	33

i. Active School Gardens

During both the 2018-19 and 2019-20 school years, there were 110 campuses with active school gardens (Attachment 11 and Attachment 12).¹⁴ Figure D shows the breakdown of active school gardens by school type, and Figure E shows the number of active school gardens by school year.

Figure D: School Gardens by School Type.

	SY2018-19	SY2019-20
Total number of campuses with school gardens	110	110
DCPS	66	62
Public charter schools	44	48
Total number of campuses with new school gardens	21	17
Total number of campuses with newly inactive school gardens ¹⁵	16	17

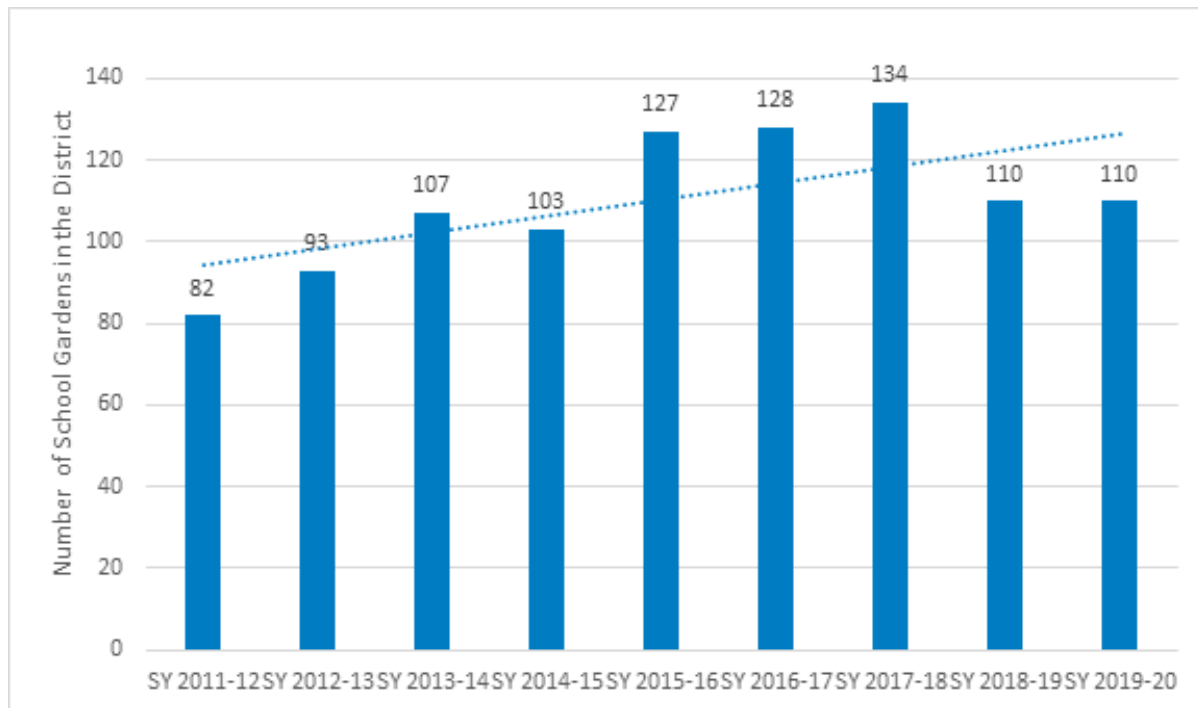
Among the 110 campuses with active school gardens, 21 were newly established in the 2018-19 school year, and 17 were newly established in the 2019-20 school year. In the 2018-19 school year, 16 school gardens were reported as newly inactive, and 17 school gardens were reported as newly inactive in the 2019-20 school year. OSSE collects information on why gardens become inactive through a survey. Schools report gardens becoming inactive for a variety of reasons such as the following: school staff turnover, modernization

¹⁴ A school garden is considered “active” when at least one teacher incorporates at least five garden-based lessons and when at least one student is exposed to at least 10 hours of garden-based education per school year.

¹⁵ Newly inactive gardens are those gardens that reported not having a school garden and reported having an active school garden during the previous school year.

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

Figure E: Total Number of School Campuses with School Gardens by School Year¹⁶



ii. Student and Teacher Engagement

The total number of students engaged in garden-based learning decreased from 15,142 in the 2018-19 school year to 14,362 in the 2019-20 school year (Figure F).¹⁷

¹⁶During the 2011-12 school year the School Health Profile did not include data on school gardens; therefore, for the 2011-12 school year, OSSE used a mixture of survey and site-visit methods to calculate the total number of school gardens, including coordination with District private schools and schools that did not complete the School Health Profile. Beginning with the 2018-19 school year, data are only reported for schools that indicated that they have a school garden on their School Health Profile.

¹⁷ A student is considered engaged when exposed to 10 or more hours of garden-based education per school year.

Figure F: Total number of students engaged by grade band

Grade Band	SY2018-19	SY2019-20
Pre-K	2,369	3,123
K-5	11,660	10,024
6-8	552	670
9-12	561	545
Total	15,142	14,362

The total number of teachers engaged in garden-based teaching also decreased from 925 in the 2018-19 school year to 787 in the 2019-20 school year (Figure G).¹⁸ Total number of teachers engaged by grade level are shown in Figure G below.

Figure G: Teachers engaged in school gardens by grade level.

Grade Band	SY2018-19	SY2019-20
Pre-K	152	208
K-5	626	503
6-8	67	41
9-12	80	35
Total	925	787

The decreases in student and teacher engagement may be attributed to school closures in March 2020 due to the COVID-19 public health emergency. March through June are prime months for students and teachers to utilize the school garden for garden-based learning, as these months are when conditions are ideal for the planting, growing, and harvesting of plants commonly found in a school garden.

iii. Garden Elements

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

¹⁸ A teacher is considered engaged when at least five garden-based lessons are taught in a school year.

Figure H: Number of Gardens Containing Element by School Year

Garden Element	Number of Gardens Containing Element in SY2018-19	Number of Gardens Containing Element in SY2019-20
Edible Garden ¹⁹	76	73
Pollinator, Native, or Wildlife Garden ²⁰	53	48
Storm Water or Rain Garden ²¹	28	28
Greenhouse ²²	14	10

The School Garden Assessment assesses school gardens in four categories: design, systems, program organization, and instruction. For schools that completed this assessment, there was an overall increase in the quality of school gardens from the 2017-18 school year to the 2018-19 school year, and a slight decrease between the 2018-19 to the 2019-20 school year, across all categories (Attachment 13).²³ The most apparent decrease is found in the garden committee and garden coordinator indicators (both reporting a 16 percent decrease). This may be attributed to the fact that many school gardens were inaccessible as a result of school closures due to the COVID-19 public health emergency, and many garden coordinators and garden committee members may have needed to shift their roles as garden activities were paused. These data will be further analyzed and used to inform appropriate supports from OSSE and partners to address any gaps identified.

4. Technical Assistance

All schools may request horticultural guidance and technical assistance from the OSSE School Gardens Program. The Program promptly responds to these requests and works closely with the school garden contacts to ensure support is provided either directly or through partner organizations. Additionally, the OSSE School Gardens Program completed the following technical assistance activities during the 2018-19 and 2019-20 school years:

- Established a [monthly e-newsletter](#) that is disseminated to 237 subscribers;
- Created a comprehensive school garden guide in partnership with the US Botanic Garden (planned for release in Winter 2020), which will serve as the foundation for support to school gardens; and
- Maintained a [public photo database](#) containing hundreds of photos of school garden elements from across the District, which are organized by indicators on the School Garden Assessment Tool.

¹⁹ An edible garden is a garden with raised and in-ground beds growing a wide range of edible seasonal crops.

²⁰ A pollinator, native, or wildlife garden is a garden with plants that attract pollinators or plants that are native to the DC area and includes features that attract wildlife, such as forests, birdhouses, bat houses, and bug houses.

²¹ A storm water or rain garden is a garden that includes features to capture rainwater, such as rain barrels, rain gardens, and ponds, and replaces impermeable surfaces with permeable surfaces.

²² A greenhouse is a garden that includes enclosed spaces that allow for year-round growing and educational activities.

²³ Please note: As previously reported in this section, the School Garden Assessment has a lower response rate than the School Garden Registration and the School Health Profiles. These results may not represent definitive conclusions.

5. Professional Development and Training Opportunities

OSSE offers professional development, trainings, and resources to assist school gardens. During the 2018-19 and 2019-20 school years, the OSSE School Gardens Program offered the following opportunities.

Introduction to School Gardens Training: OSSE expanded the Introduction to School Gardens training from a single in-person session to a training series consisting of two training sessions. Session one is a virtual training, and session two is an in-person training. The Introduction to School Garden Training Series is for anyone interested in learning more about school gardens in the District, including community members, CBOs, school staff, teachers, and parents.

Summer Institute for Garden-Based Teaching: OSSE implemented the Summer Institute for Garden-Based Teaching in partnership with the Washington Youth Garden. The purpose of this training is to increase the use of school gardens among classroom teachers in District public and public charter schools. Training topics include standards-based garden instruction, gardening basics, and lesson planning. Twenty-seven teachers participated in the 2019 Summer Institute, which took place from July 15-19, 2019. Due to the COVID-19 public health emergency, the 2020 Summer Institute pivoted to a series of eight virtual trainings from July 9-Aug. 11, 2020. These trainings provided teachers with the tools to do the following:

- Increase student engagement by providing hands-on learning experiences for students;
- Increase the amount of time teachers are teaching standards-based hands-on lessons in the school garden and on school grounds; and
- Support other teachers within the school to use the garden as a teaching tool and community resource.

To provide training participants with the most relevant and practical information, each training session also included guidance on how to apply skills to the virtual environment. Additionally, the final discussion session was dedicated to discussing best practices, challenges, and opportunities to engage students in garden-based learning in a remote learning environment.

School Garden Community of Practice: OSSE established and administered the School Garden Community of Practice (CoP) training series. Two CoP trainings were administered during the 2019-20 school year. The first CoP focused on implementing garden-based activities in the cafeteria, and the second training focused on implementing Meaningful Watershed Educational Experiences in the school garden. These CoP trainings are open to all pre-K through grade 12 DCPS, public charter school, and private school teachers, CBO and school staff, garden coordinators, foodservice staff, and community members who support school gardens. All CoP trainings are mandatory for school garden grantees.

6. Curricular Coordination

During the 2018-19 and 2019-20 school years, OSSE supported the integration of school gardens into instruction by disseminating resources and supporting the construction of outdoor classrooms. The School Gardens Program updated and disseminated the Recommended Curriculum Resources for School Gardens document to training participants and through targeted technical assistance (Attachment 14). This document provides teachers and school garden coordinators with a list of recommended curricula to support integration of school garden concepts across all subject areas. OSSE regularly reviews and updates this

document to include information on garden-based curricula that can be utilized in grades pre-K through 12. Figure I shows the percent of schools using their school gardens to teach common subjects.

Figure I: Percent of schools using the school garden to teach the listed subject

Subject	SY2018-19	SY2019-20
Nutrition	74%	76%
Environment	81%	78%
Cooking	55%	60%
Gardening	87%	92%
STEM/Science ²⁴	55%	80%
Reading	43%	40%
Writing	43%	42%
Math	50%	42%
Art	53%	49%

The OSSE School Gardens Program coordinated with DGS, DCPS, and DOEE to ensure that the Sustainable DC Innovation Challenge Outdoor Classroom Project provided opportunities for students to learn outside the traditional classroom. The project included the construction of three model outdoor classrooms at three school sites at a total cost of \$1,900,000. These classrooms utilize the school grounds as a place to learn about subjects ranging from renewable energy, stormwater management, native planting, and sustainable agriculture. Outdoor classrooms were constructed at the following schools:

- Leckie Elementary School (Ward 8) completed in 2017;
- Tubman Elementary School (Ward 1) completed in 2018; and
- Hardy Middle School (Ward 2) completed in 2019.

OSSE continues to work with these schools to support the use of the outdoor classrooms for garden-based instruction and student engagement.

7. Soil Testing

The OSSE School Gardens Program supports schools in serving school garden produce to students as long as soil tests show that the soil is safe and when produce is handled safely. This support includes referring schools to UDC and other soil testing labs for garden soil testing. OSSE supports schools to ensure procedures for safely growing, harvesting, washing, handling, storing, and serving garden produce to students are clearly understood. These procedures are described in the OSSE School Garden Safety Checklist (Attachment 15).

²⁴ The 2018-19 school garden registration form asked about teaching STEM. This was changed to science in the 2019-20 form.

8. Demonstration Compost Piles

DGS oversees the demonstration compost piles in schools. DGS assists schools in connecting lessons around school gardens and demonstration compost piles to actions students can implement at school, such as the proper sorting of recyclable and organic materials during school meals. In addition to increasing school engagement in composting, DGS is incorporating the promotion of share tables and food donation as additional actions schools can take to reduce food waste and environmental impacts.

During the 2018-19 and 2019-20 school years, 18 DCPS school campuses had onsite demonstration compost piles. During the 2018-19 school year, organics hauling services were reinstated for 35 schools as part of the DCPS Recycles! Program provided by DGS. DGS expanded these services to 40 schools during the 2019-20 school year. DGS provides hauling services, supplies, and assistance for schools to collect organic materials that are later processed at a commercial composting facility.

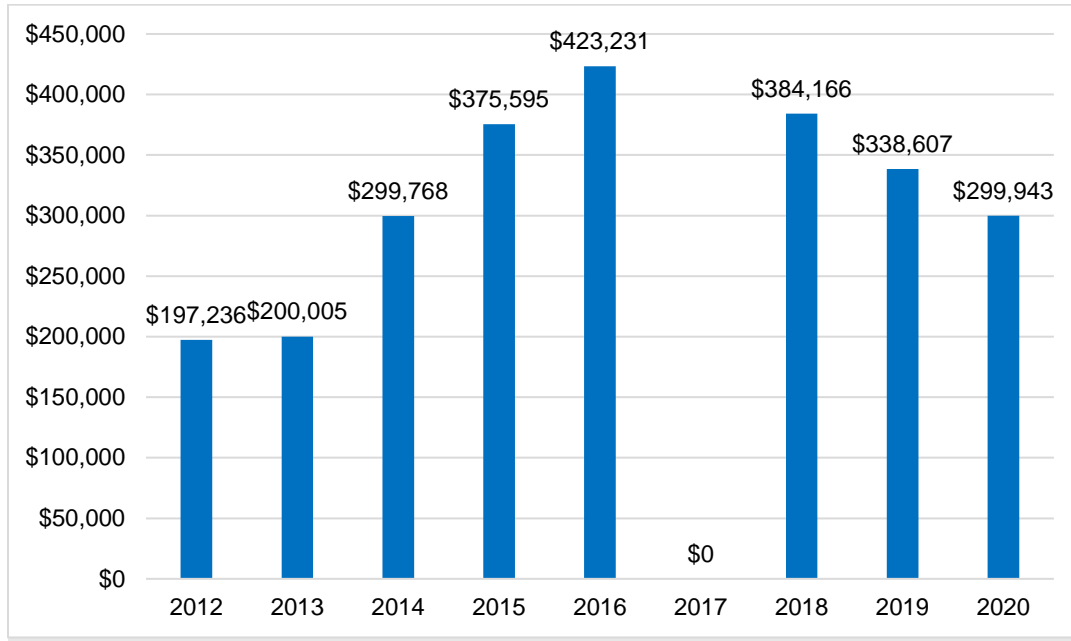
9. School Garden Grants

The purpose of the School Garden Grant is to provide high quality garden-based instruction to students in pre-K through grade 12 attending public schools or public charter schools. The OSSE School Gardens Program has administered the School Garden Grant (SGG) every year since fiscal year 2012, except for fiscal year 2017 due to grant restructuring (Figure J). Over that period, the grant has supported 81 school garden projects by awarding \$2,518,551.03 in grant funds. DCPS, public charter schools and CBOs are eligible to apply for a School Garden Grant.

OSSE awarded \$338,607.33 school garden grant funds in fiscal year 2019 and \$299,943 school garden grant funds in fiscal year 2020 (Attachment 16). For fiscal year 2020, OSSE added a competitive preference to the grant selection process in order to promote equitable opportunities. Competitive preference was given to schools and applicants that partner with schools with a rating of 1 or 2 stars through the STAR Framework and had not been a recipient of a School Garden Grant for the past 5 years.

At the time of this report, OSSE had not published the fiscal year 2021 School Garden Grant request for application due to delays in final approval of the FY21 budget.

Figure J: Total School Garden Grant Awards by Fiscal Year²⁵



B. Upcoming School Gardens Initiatives

To increase the number of District students that are engaged in high quality garden-based learning, OSSE continually evaluates the School Gardens Program and considers ways to expand and improve it. OSSE currently has the following plans for expansion and improvement:

- Implementing a multi-tiered system of support to improve the ways that school gardens receive technical assistance from OSSE, with a focus on tier 1 supports including the following:
 - Completing and disseminating the school garden guide in Fall 2020, which will serve as the primary tier 1 support resource;
 - Making certain trainings available to a broader audience so that all teachers and school garden coordinators have access to basic information about engaging students in school gardens; and
 - Continuing to disseminate the monthly school garden newsletter and increasing the number of recipients.
- Collaborating with key partners, including other District agencies and CBOs, to continue to broaden the depth and breadth of support provided to school garden programs.

²⁵ OSSE previously reported these grant awards by grant year as opposed to by fiscal year. The amounts awarded remain the same, but the corresponding years may appear differently due to this change.

- Identifying opportunities to convene school garden stakeholders to discuss topics related to school gardens through community of practice opportunities, focus groups, and advisory committee meetings.
- Increasing the number of schools participating in the [Shared Roots](#) program, which connects school gardens with community members, as public health circumstances and school operations allow.

V. Health Education, Physical Education, and Physical Activity

The Healthy Students Amendment Act of 2018 made key changes to the health education, physical education, and physical activities requirements of the Healthy Schools Act.

A. Requirements

1. Health Education Requirements

Under the Healthy Schools Act, all public and public charter schools shall provide health education for students in kindergarten-grade 8.²⁶ The Act requires that health education be provided by schools for an average of at least 75 minutes per week, and it must meet the [curricular standards](#) adopted by the State Board of Education (SBOE). Additionally, instruction in cardiopulmonary resuscitation (CPR) is required in at least one health class necessary for graduation for students in grades 9-12.

The School Safety Omnibus Amendment Act of 2018 required that beginning in the 2019-2020 school year, as part of the health curriculum for students in kindergarten-grade 12, public schools and public charter schools were required to begin providing age- and developmentally-appropriate, evidence-based culturally responsive instruction on the following:²⁷

- Recognizing and reporting sexual misconduct and child abuse;
- Setting and respecting appropriate personal and body boundaries and privacy rules;
- Communicating with adults about concerns regarding body boundaries or privacy violations;
- The meaning of consent;
- Developing and maintaining health relationships; and
- Other appropriate topics to support the healthy development of students.

²⁶ DC Official Code § 38–824.02(b).

²⁷ DC Law 22-294. School Safety Omnibus Amendment Act of 2018: <https://code.dccouncil.us/dc/council/laws/22-294.html#%C2%A7101>

2. Physical Education and Physical Activity Requirements

Physical education provides students with a structured, sequential, standards-based program of instruction designed to: develop knowledge on motor skills, health-related benefits of active living, and physical activity; increase self-esteem and social responsibility; and build a foundation of practices that promote and facilitate the attainment of movement skills, fitness, and physical activities that can be maintained throughout life. The physical education provided by schools must meet the [curricular standards](#) adopted by the SBOE.

The Healthy Students Amendment Act of 2018 made the following key changes related to physical education and physical activity:

- For Kindergarten through grade 5:
 - It shall be the goal of all schools to provide an average of 150 minutes of physical education per week, and at least one recess of at least 20 minutes per day.
 - Schools that provide less than an average of 90 minutes per week of physical education shall submit an action plan to OSSE detailing the efforts they will take to increase physical education before the beginning of the next school year and shall work with OSSE to increase the amount of time provided for physical education each week;
- For grades 6-8
 - It shall be the goal of all schools to provide an average of 225 minutes of physical education per week, and at least one recess of at least 20 minutes per day.
 - School that provides less than an average of 135 minutes per week of physical education shall submit an action plan to OSSE detailing efforts they will take to increase physical education before the beginning of the next school year and shall work with the OSSE to increase the amount of time provided for physical education each week.
- Requires at least 50 percent of physical education instruction time be devoted to moderate-to-vigorous physical activity;
- Encourages schools to schedule at least 20 minutes of recess on a daily basis for students in kindergarten through grade 8; and
- Requires students in pre-K3 and pre-K4 receive an average of 60 minutes of moderate-to-vigorous physical activity per day, with at least two 20-minute sessions of outdoor physical activity.²⁸

Under the Healthy Schools Act of 2010, as amended by the Healthy Students Amendment Act of 2018, all public and public charter schools shall schedule physical education classes for all students on a weekly basis and recess for all students on a daily basis throughout the school year for students in grades kindergarten through grade 8.

For students in kindergarten-grade 5, it shall be the goal of all schools to provide an average of 150 minutes of physical education per week and at least one recess of at least 20 minutes per day. A school that provides less than an average of 90 minutes per week of physical education in a school year for students in kindergarten-grade 5 shall submit an action plan to OSSE detailing efforts it will take to increase physical

²⁸ DC Official Code § 38–824.02.

education before the beginning of the next school year and shall work with OSSE to increase the amount of time provided for physical education each week.

For students in grades 6-8, it shall be the goal of schools to provide an average of 225 minutes of physical education per week and at least one recess of at least 20 minutes per day. A school that provides less than an average of 135 minutes per week of physical education in a school year for students in grades 6-8 shall submit an action plan to OSSE detailing efforts it will take to increase physical education before the beginning of the next school year and shall work with OSSE to increase the amount of time provided for physical education each week.

For students in pre-K 3 and pre-K 4, public schools and public charter schools shall provide an average of 60 minutes of moderate-to-vigorous physical activity per day and set a goal of providing an average of 90 minutes of physical activity per day. Schools should also provide these students at least two 20-minute sessions of outdoor physical activity per day, weather and space permitting, which may count toward the 60 minutes of physical activity per day requirement. A school that provides less than an average 60 minutes per day of physical activity in a school year shall submit an action plan to OSSE detailing efforts it will take to increase physical activity before the beginning of the next school year and shall work with OSSE to increase the amount of time provided for physical activity each week.

B. Data Collection

OSSE collects data on health education, physical education, and physical activity through the School Health Profiles and the Health and Physical Education Assessment (HPEA).²⁹ These tools provide information about the amount of instruction students receive and their levels of retention and application. The School Health Profiles and the HPEA provide OSSE with self-reported data and standardized test responses, respectively.

The School Health Profiles are self-reported school-based health questionnaires completed annually by all public and public charter schools. The data collected in the School Health Profiles provide OSSE with a broad picture of school compliance with health education and physical education requirements and serve as a comprehensive means for monitoring and evaluating schools pursuant to the requirements of the Healthy Schools Act, as amended by the Healthy Students Amendment Act of 2018.

The HPEA is an assessment administered in grade 5, grade 8, and high school health courses to measure student achievement with respect to OSSE's health and physical education standards. Beginning in the 2015-16 school year, the HPEA was administered online to all public and public charter school students in the applicable grades. The assessment contains 21 questions and is administered by school-based staff each

²⁹ Each public school, public charter school, and participating private school within the District of Columbia is required to complete the School Health Profile Questionnaire and submit to OSSE pursuant to the Healthy Schools Act of 2010, DC Official Code § 38-826.02. The information collected in the School Health Profile serves as a comprehensive means of monitoring and evaluating schools on how well they are meeting the requirements under the Healthy Schools Act. All data in the School Health Profile are self-reported by each school.

spring. Assessment items align to the [District Health and Physical Education Standards](#) and are grouped into the following seven categories:

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

The 2019 HPEA was administered between April 1, 2019 and June 14, 2019. The 2020 administration of the HPEA was cancelled due to the COVID-19 public health emergency.

C. Compliance with Health Education, Physical Education, and Physical Activity Requirements

The following sections provide detailed information about schools and LEAs' compliance with the School Health Profiles and HPEA requirements.

1. School Health Profiles

For the 2018-19 school year (the 2019 School Health Profile), 99.6 percent of public and public charter schools completed the mandatory School Health Profile. A total of 216 schools completed the profiles and were included in the data analysis, while one school (Center City PCS- Shaw Campus) did not complete the profile and was not included in the analysis (Attachment 17).³⁰ Adult and alternative schools were not required to complete the 2019 School Health Profile and were not included in the analysis. Additional data analysis from the school health profiles is available in Attachment 18.

According to the 2019 School Health Profiles, students in kindergarten-grade 5 received an average of 86 minutes per week of physical education, and students in grades 6-8 received an average of 144 minutes per week of physical education (Figure K). Students in kindergarten-grade 5 received an average of 63 minutes per week of health education, and students in grades 6-8 received an average of 117 minutes per week of health education (Figure N). Students spent far more than 50 percent of physical education class time engaged in actual physical activity (97 percent of class time average in kindergarten-grade 5 and 84 percent of class time average for grades 6-8).

For the 2019-20 school year (the 2020 School Health Profile), 98.2 percent of public and public charter schools completed the mandatory School Health Profile. A total of 216 schools completed the profiles and were

³⁰ OSSE offers frequent reminders to LEAs and schools throughout the winter and spring. OSSE also provides technical assistance and completion guidelines for LEA and school-level points of contact.

included in the data analysis, while four schools (Center City PCS- Capitol Hill Campus, Digital Pioneers, National Collegiate Preparatory PCS, and Roots PCS) did not complete the profiles and were not included in the analysis (Attachment 17).³¹ Adult and alternative schools were not required to complete the 2020 School Health Profile. Additional data analysis from the school health profiles is available in Attachment 18.

Historically, OSSE has reported on compliance with HSA requirements using average minutes. Further data analysis has shown that using average minutes allows for the data to be skewed by outliers. This was especially true for the 2019 School Health Profile, in which the average number of minutes per week for health and physical education appeared much higher than in prior years because of new outliers. To account for these outliers, OSSE has completed analysis to determine the median minutes provided beginning with the 2015-16 school year. This new analysis is presented in the figures throughout this section. Figures with the historical average minutes are presented for comparison.

Figure K shows the reported average and median physical education and physical activity minutes for the 2018-19 and 2019-20 school years, as well as the percent of physical education time devoted to physical activity.

Figure K: Reported Physical Education and Physical Activity for the 2018-19 and 2019-20 School Years³²

³¹ OSSE offers frequent reminders to LEAs and schools throughout the winter and spring. OSSE also provides technical assistance and completion guidelines for LEA and school-level points of contact.

³² The 2018 School Health Profile data for health education, physical education, and physical activity were amended on Feb. 19, 2019. While reanalyzing 2018 School Health Profile data, OSSE discovered a calculation error made in the initial analysis. During the initial analysis, schools that reported “0” minutes for questions pertaining to grade-band

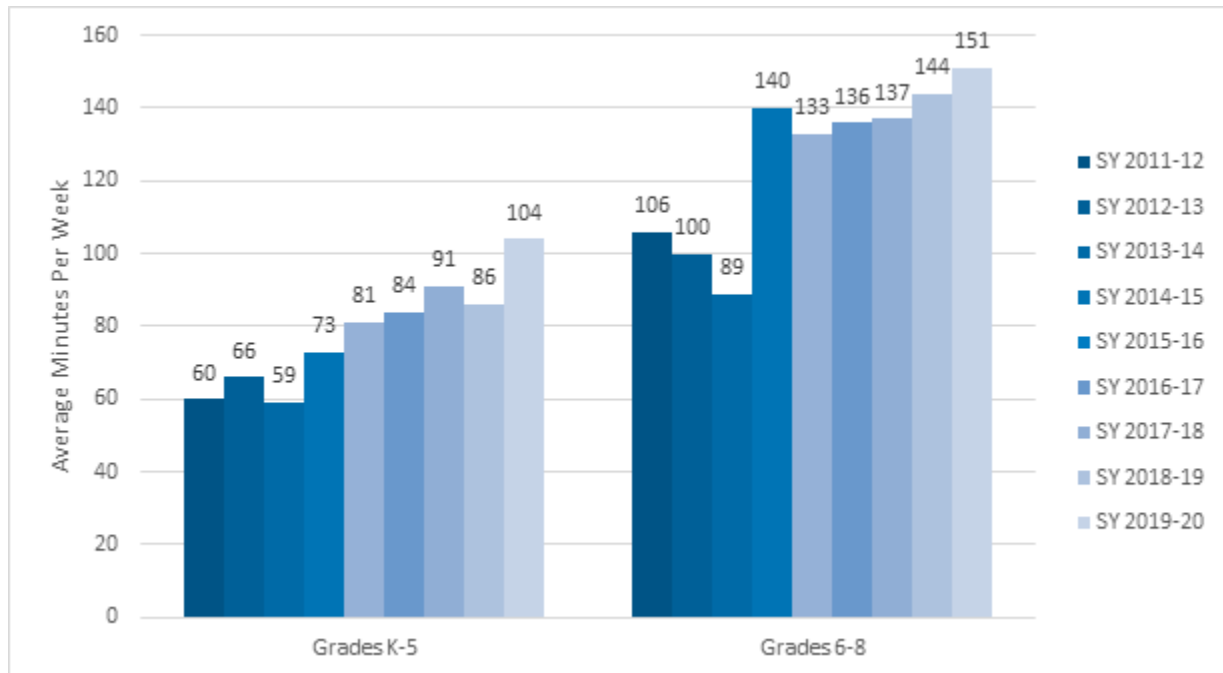
	Grades K-5		Grades 6-8	
	SY2018-19	SY2019-20	SY2018-19	SY2019-20
Average Physical Education Minutes Required per Week by Healthy Schools Act	150 minutes		225 minutes	
Average Physical Education Minutes per Week as Reported in School Health Profiles	86	104	144	151
Median Physical Education Minutes per Week as reported in School Health Profiles	60	90	135	135
Percent of Physical Education Devoted to Actual Physical Activity as Required by Healthy Schools Act	50%		50%	
Percent of Physical Education Devoted to Actual Physical Activity as Reported in School Health Profiles	97%	91%	84%	87%

According to the 2020 School Health Profiles, students in kindergarten-grade 5 received a median of 90 minutes per week and an average of 104 minutes per week of physical education. Students in grades 6-8 received a median of 135 minutes per week and an average of 151 minutes per week of physical education in the 2019-20 school year. Students spent far more than 50 percent of physical education class time engaged in actual physical activity (91 percent of class time average in kindergarten-grade 5 and 87 percent of class time average for grades 6-8).

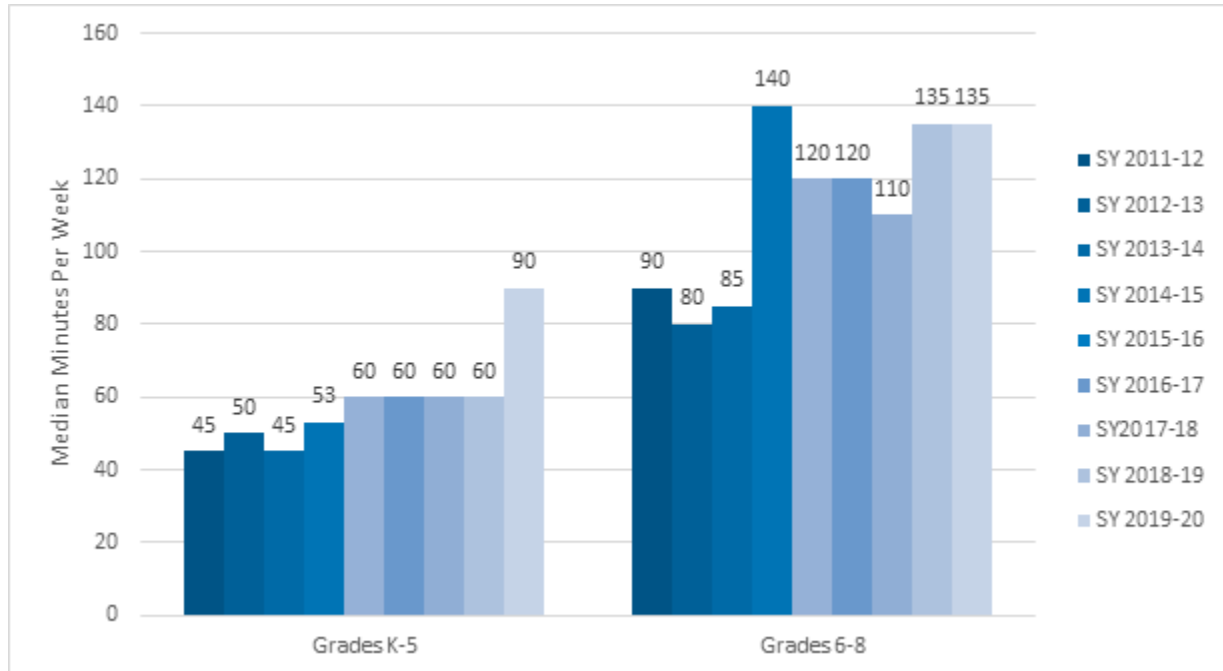
Figures L and M display the average minutes per week and median minutes per week, respectively, of physical education over the past nine school year.

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

Figure L: Average Minutes per Week of Physical Education in Grades K-5 and 6-8, SY2011-12 through SY2019-20³³



³³ The 2018 School Health Profile data for health education, physical education, and physical activity were amended on Feb. 19, 2019. While reanalyzing 2016, 2017, and 2018 School Health Profile data, OSSE discovered a calculation error made in the initial analysis. During the initial analysis, schools that reported “0” (zero) minutes for questions pertaining to grade-band specific minutes for health education, physical education, or physical activity were excluded from the analysis under the assumption that those schools did not serve the corresponding grade band. While it is true that most schools that marked “0” (zero) for grade band minutes did so because they do not serve the corresponding grade band, upon further review OSSE discovered this was not true in all cases. This error impacted elements of analysis, as it reduced the number of schools included in the denominator, causing the average minutes to skew higher. The revised 2018 School Health Profile data in this report is correct as of Feb. 19, 2019.

Figure M: Median Minutes per Week of Physical Education in Grades K-5 and 6-8, SY2011-12 through SY2019-20

Median physical education minutes increased by 30 minutes per week in kindergarten-grade 5 and remained the same in grades 6-8 between the 2018-19 and 2019-20 school years. The reported number of physical education minutes for kindergarten-grade 5 has an overall upward trend since tracking began in 2011, demonstrating that these schools are making steady progress toward meeting the physical education requirements of the Healthy Schools Act. The reported number of physical education minutes for grades 6-8 has an overall upward trend since 2015, demonstrating that these schools are also making steady progress toward meeting the physical education requirements of the Healthy Schools Act. OSSE will continue to work with all schools to help them meet the physical education minute requirements.

Figure N displays the reported average and median health education minutes for the 2018-19 and 2019-20 school years.

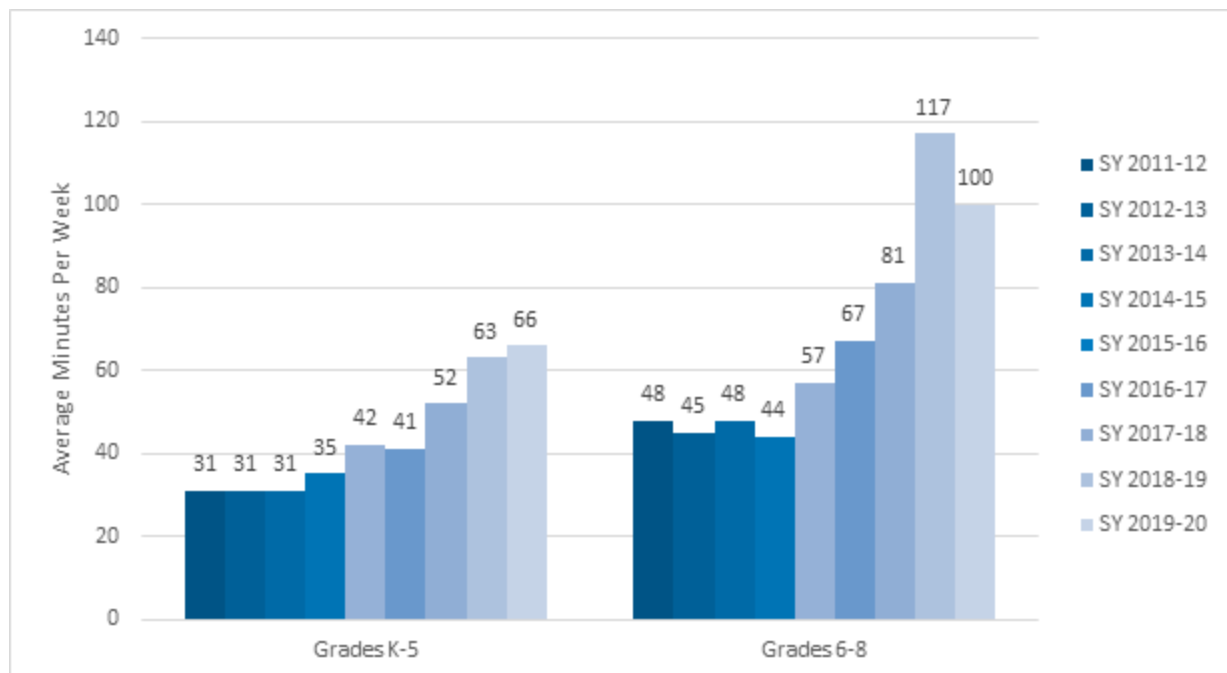
Figure N: Reported Health Education Minutes per Week for the 2018-19 and 2019-20 School Years

	Grades K-5		Grades 6-8	
	SY 2018-19	SY 2019-20	SY 2018-19	SY 2019-20
Average Health Education Minutes Required per Week by Healthy Schools Act	75 minutes		75 minutes	
Average Health Education Minutes per Week as Reported in the School Health Profiles	63	66	117	100
Median Health Education Minutes per Week as reported in the School Health Profiles	45	50	90	90

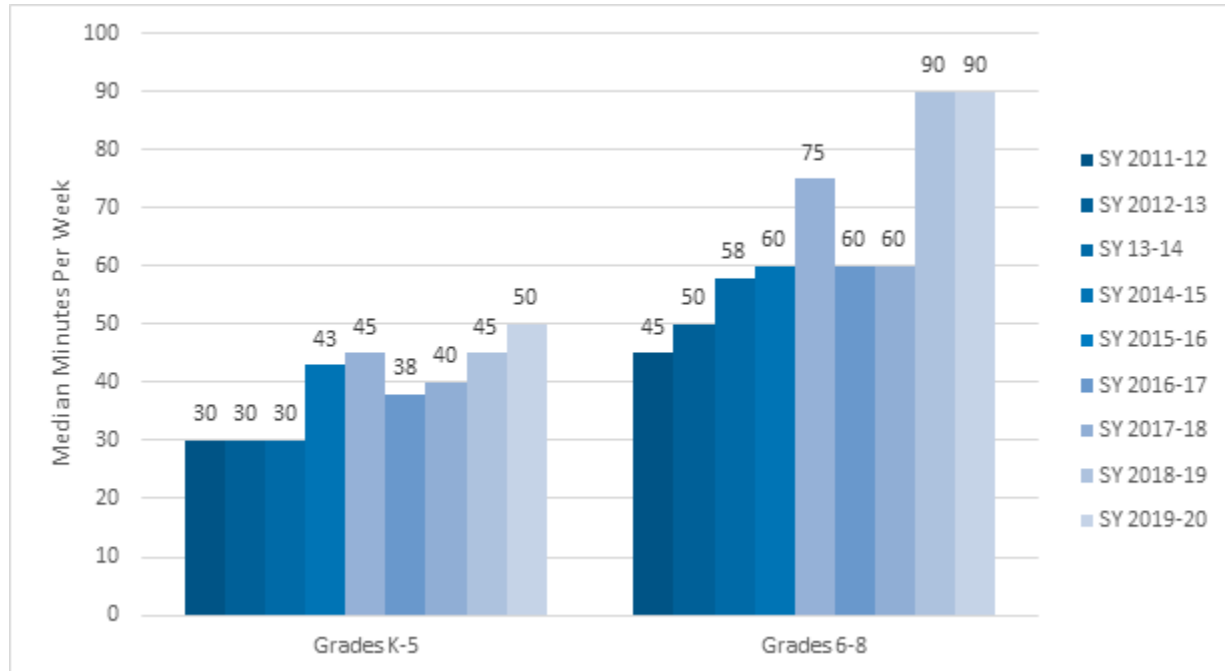
According to the 2020 School Health Profiles, students in kindergarten-grade 5 received a median of 50 minutes per week and an average of 66 minutes per week of health education. Students in grades 6-8 received a median of 90 minutes per week and an average of 100 minutes per week of health education in the 2019-20 school year. Median health education increased by five minutes per week in kindergarten-grade 5 and remained the same for grades 6-8 between the 2018-19 and 2019-20 school years.

Figures O and P display the average minutes per week and median minutes per week, respectively, of health education over the past nine school years.

Figure O: Average Minutes per Week of Health Education in Grades K-5 and 6-8, SY2011-2012 through SY2019-20³⁴



³⁴ The 2018 School Health Profile data for health education, physical education, and physical activity were amended on Feb. 19, 2019. While reanalyzing 2016, 2017, and 2018 School Health Profile data, OSSE discovered a calculation error made in the initial analysis. During the initial analysis, schools that reported “0” (zero) minutes for questions pertaining to grade-band specific minutes for health education, physical education, or physical activity were excluded from the analysis under the assumption that those schools did not serve the corresponding grade band. While it is true that most schools that marked “0” (zero) for grade band minutes did so because they do not serve the corresponding grade band, upon further review OSSE discovered this was not true in all cases. This error impacted elements of analysis, as it reduced the number of schools included in the denominator, causing the average minutes to skew higher. The revised 2018 School Health Profile data in this report is correct as of Feb. 19, 2019.

Figure P: Median Minutes per Week of Health Education in Grades K-5 and 6-8, SY2011-2012 through SY2019-20

Median health education minutes increased by 5 minutes per week in kindergarten-grade 5 and remained the same in grades 6-8 between the 2018-19 and 2019-20 school years. The reported number of health education minutes for both kindergarten-grade 5 and grades 6-8 has an overall upward trend since 2016, demonstrating that these schools are making progress toward meeting the health education requirements of the Healthy Schools Act. OSSE will remain focused on providing high-quality professional development and technical assistance opportunities for all schools to reach the average of 75 minutes per week of health education.

2. Health and Physical Education Assessment (HPEA)

During the 2018-19 school year, 173 public and public charter schools representing 47 local education agencies (LEAs) participated in the HPEA. Student participation was highest in grade 5, at 84 percent, which is a slight increase from the 2018 grade 5 participation rate of 82 percent. The grade 8 participation rate was 73 percent, which is an increase from the grade 8 participation rate of 65 percent in 2018. At the high school level, only those students who are enrolled in a health class during the school year are eligible to take the assessment, and of these students, only 50 percent completed the full assessment in 2019. This participation rate decreased from the previous year's participation rate of 56 percent. The data below reflect assessment results from a body of 11,219 students in grade 5, grade 8, and high school who completed the 2018-19 HPEA (70.8 percent of all public and public charter school students enrolled in these grades). A list of schools that did not fully participate in the mandatory HPEA is available in Attachment 19.

The 2019-20 administration of the HPEA was cancelled due to the COVID-19 public health emergency.

In future HPEA administrations, OSSE will continue to strive to increase participation rates at all three grade levels, with an emphasis on increasing high school participation rates, through continued emails announcing

the upcoming administration timeline and process, follow-up emails to share webinar recordings and promote the Qlik HPEA tool for LEAs,³⁵ and targeted follow-up emails and phone calls as needed to ensure test administration by the end of school year deadline. The Qlik tool provides LEAs with real-time reporting of student participation rates within their schools, and OSSE is confident that with continued awareness of and comfort with this tracking tool, LEAs and schools will be better equipped to monitor and take action around participation.

i. Student Achievement and District-Level Trends on the HPEA

For the 2018-19 assessment, overall performance was strongest among students in grade 5, particularly in the Human Body & Personal Health and Mental & Emotional Health domains (Figure Q). In grade 8, the strongest performance was in the Mental & Emotional Health and Alcohol, Tobacco, & Other Drugs domains. The 2019 average HPEA score at the high school level increased by one percent over the 2018 average score, and over the previous four years, the largest gains were made in the Safety Skills and Human Body & Personal Health domains (Figure R).

Figure Q: Average HPEA Student Scores for 2018-19 School Year

	Grade 5	Grade 8	High School
Alcohol, Tobacco, & Other Drugs	65%	74%	57%
Disease Prevention	71%	57%	56%
Human Body & Personal Health	82%	73%	56%
Mental & Emotional Health	81%	74%	65%
Nutrition	64%	65%	64%
Physical Education	64%	66%	60%
Safety Skills	75%	69%	51%
Overall Average	72%	68%	58%

The 2019 average HPEA score at the high school level increased by one percent over the 2018 average score, and over the previous four years, the largest gains were made in the Safety Skills and Human Body & Personal Health domains (Figure R).

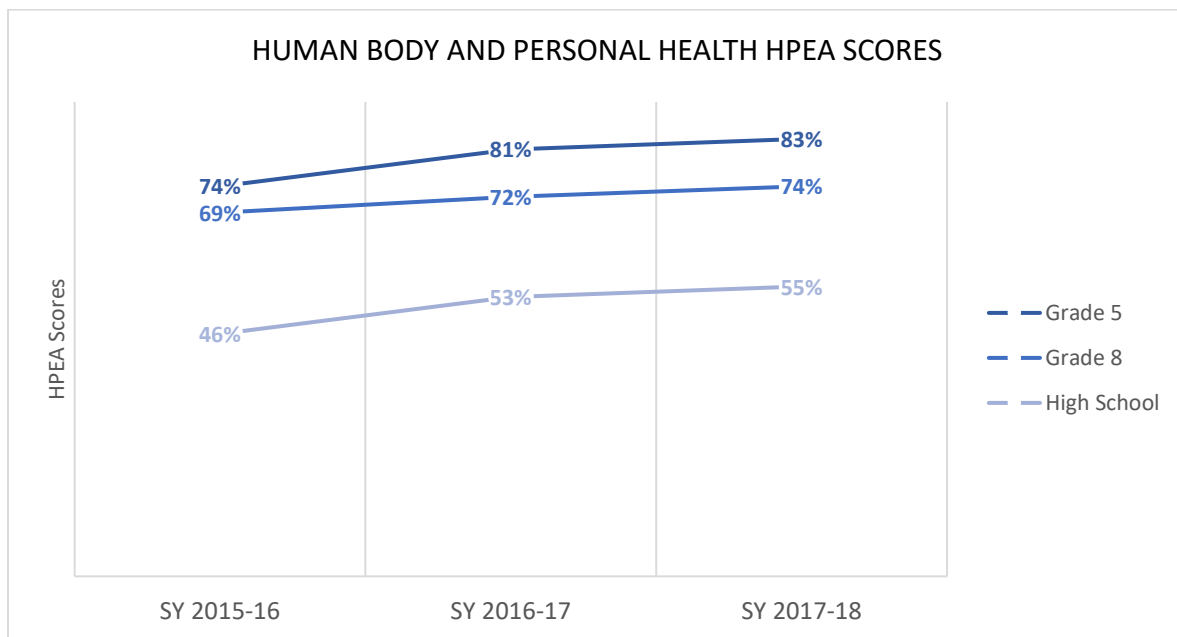
³⁵ Qlik is a data visualization and discovery tool that allows users to easily analyze data

Figure R: Changes in HPEA Scores from SY2015-16 through SY2018-19

	Grade 5	Grade 8	High School
Alcohol, Tobacco, & Other Drugs	+1%	+5%	+8%
Disease Prevention	-5%	-2%	-1%
Human Body & Personal Health	+8%	+4%	+10%
Mental & Emotional Health	0%	+4%	+2%
Nutrition	+5%	+5%	+3%
Physical Education	-2%	-2%	0%
Safety Skills	-1%	+6%	+11%
Overall Average	+1%	+2%	+5%

The HPEA has been administered in its current form for four administration cycles. Several trends have surfaced in regard to student performance from 2016 to 2019. These trends are described below in the domains of Human Body & Personal Health, Safety Skills, Nutrition, and Disease Prevention. District-wide average scores are shown by grade for each testing domain and are measured in percent out of 100. For example, a student answering two of the three Nutrition questions correctly will score a 66% for that domain.

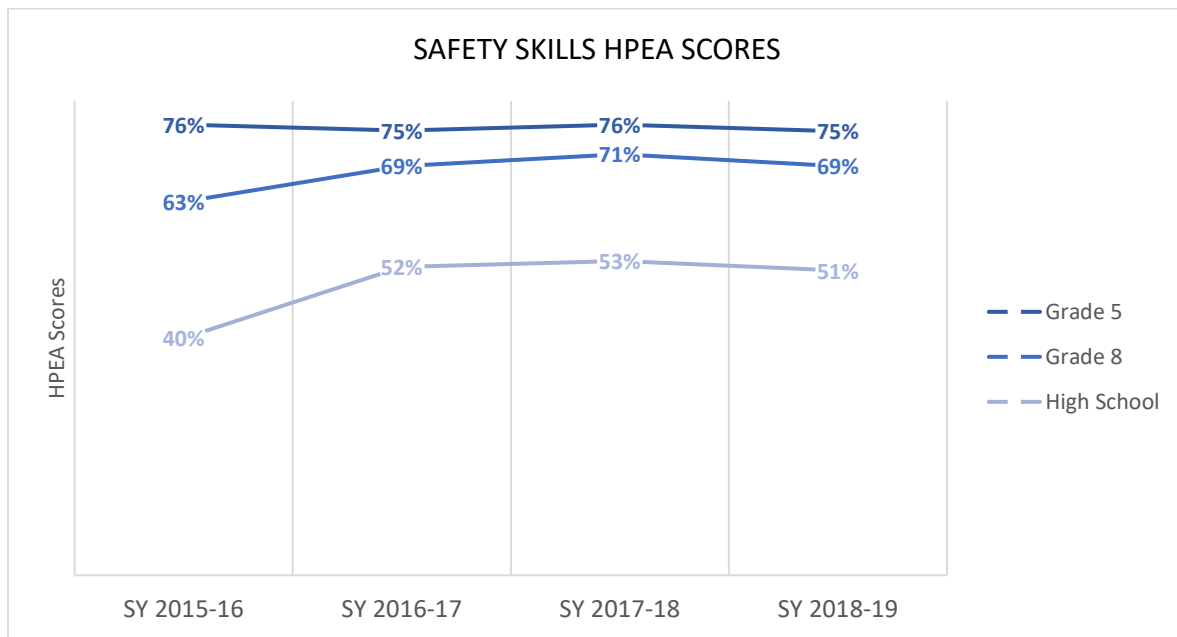
Figure S shows the trends in the Human Body & Personal Health scores from the 2015-16 school year through the 2018-19 school year.

Figure S: Human Body & Personal Health Scores from SY2015-16 to SY2018-19

The domain of Human Body and Personal Health shows marginal improvement between the first year and the fourth year of the assessment. Scores for Human Body and Personal Health have increased by an average of seven percent between the first year and the fourth year. These increases were most notable in high school, with an increase of 10 percent.

Figure T shows the trends for the Safety Skills domain from the 2015-16 school year through the 2018-19 school year.

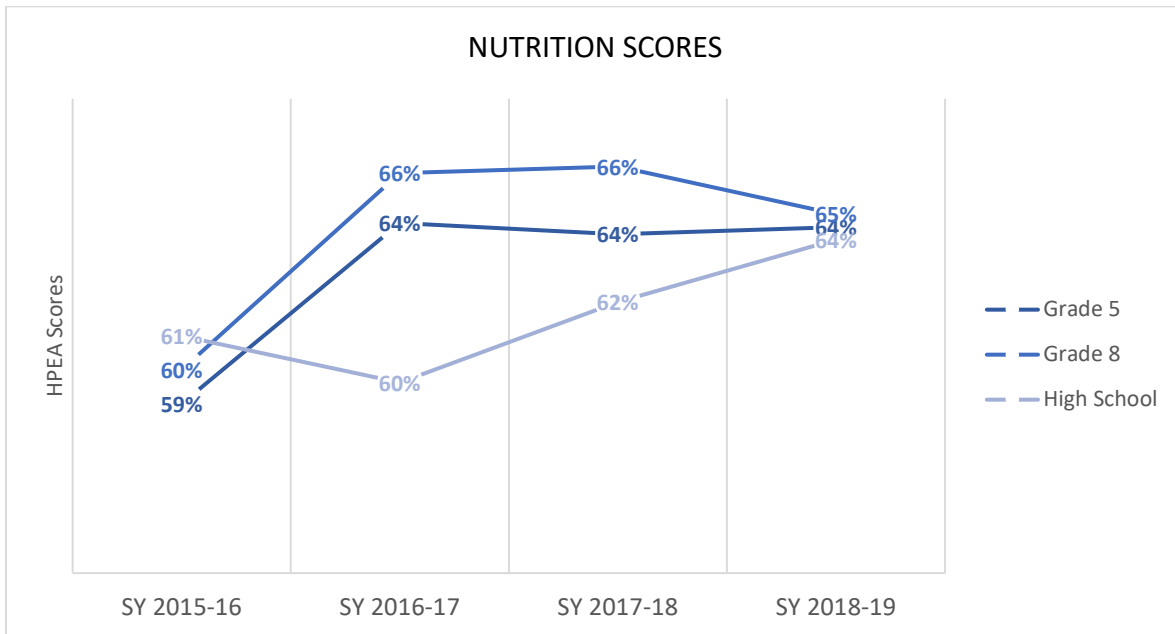
Figure T: Safety Skills Scores from SY2015-16 to SY2018-19



Scores for the Safety Skills domain have increased by an average of five percent overall since 2016, with the most noticeable increases again occurring at the high school level and a steady continued trend for grade 5.

Figure U shows the trends in nutrition scores for the 2015-16 school year through the 2018-19 school year.

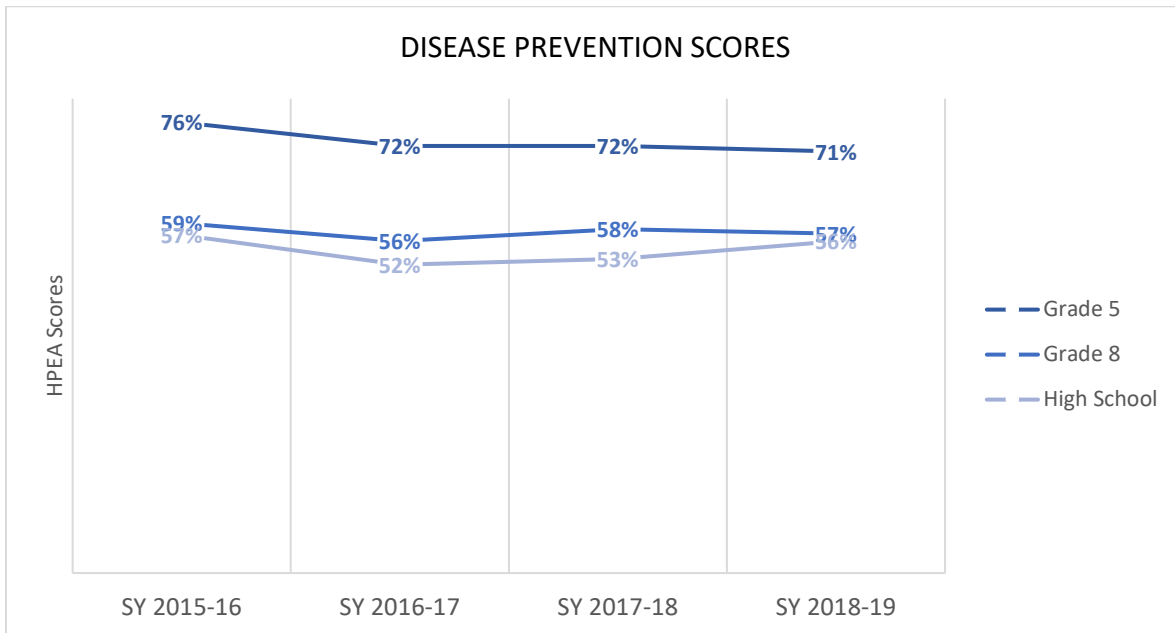
Figure U: Nutrition Scores from SY2015-16 to SY2018-19



Scores in the Nutrition domain have increased at all grade levels since 2016.

Figure V shows the trends in disease prevention scores from the 2015-16 school year through the 2018-19 school year.

Figure V: Disease Prevention Scores from SY2015-16 to SY2018-19



Overall scores decreased in the Disease Prevention domain between the first year and the fourth year, particularly in grade 5.

iii. Sharing HPEA Data with LEAs and Schools

Qlik is a data visualization and discovery tool that allows users to easily analyze data. In school year 2018-19 and 2019-20, OSSE continued to utilize an online interactive data sharing tool in Qlik, which gives LEA data managers the ability to do the following:

- Monitor real-time completion of the HPEA at the school- and student-level and follow up with schools to ensure completion;
- View and download LEA-and school-level assessment results, filterable by school year (2015-16, 2016-17, 2017-18, and 2018-19), grade, and test category; and
- View and download student-level assessment results, filterable by school, grade, and test category.

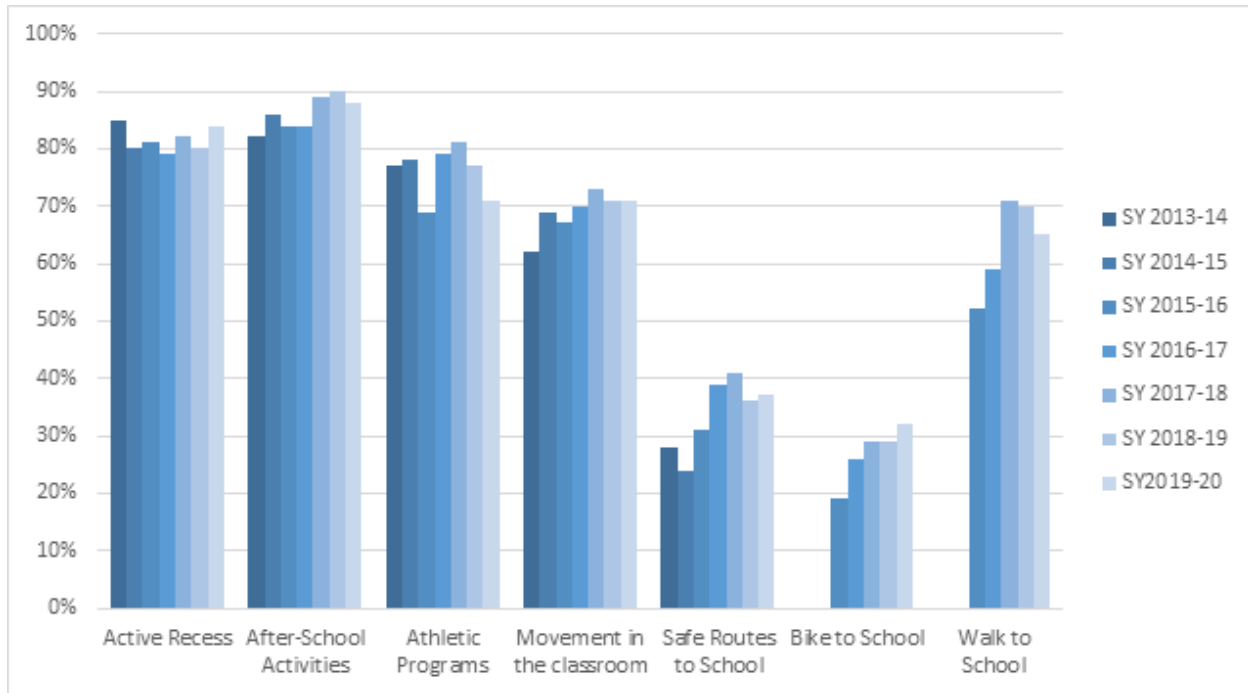
D. Efforts for Expanding Health Education, Physical Education, and Physical Activity

Throughout the 2018-19 and 2019-20 school years, OSSE continued to provide trainings, technical assistance, and resources to schools. These items were based on the District [Health Education Standards](#) and [Physical Education Standards](#) and specific school health frameworks.

1. Physical Activity Promotion

Based on data reported in the 2019 and 2020 School Health Profiles, schools continued to utilize a variety of strategies to promote physical activity, including active recess, movement in the classroom, and athletic programs (Figure W). As compared to the 2018-19 school year, there was an increase in the number of schools in the 2019-20 school year promoting active recess (four percentage point increase), before school activities (six percentage point increase), playground or field on-campus (seven percentage point increase), and biking to school (three percentage point increase). The most commonly reported physical activity strategies were after-school activities (88 percent), active recess (84 percent), athletic programs (71 percent), and movement in the classroom (71 percent). The 2020 School Health Profiles did also indicate a decrease from 2019 in the use of many strategies. OSSE will continue to provide technical assistance and support to schools to ensure that students are provided with ample physical activity opportunities throughout the school day.

Figure W: Percent of Schools Reporting Use of Various Strategies to Promote Physical Activity, SY2012-13 through SY2019-20*



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

2. Nutrition Education and Physical Activity Grant (NEPA)

To support schools with meeting the health education and physical education requirements of the Healthy Schools Act, and to provide equitable opportunities for increasing nutrition education and physical activity programs for schools, OSSE makes grants available via the Healthy Schools Fund.³⁶ In 2018, OSSE awarded the Nutrition Education and Physical Activity (NEPA) grant to ten CBOs (Attachment 20). Each grantee received \$30,000 to implement nutrition education and physical activity programs and capacity-building activities in at least five public and public charter schools. The NEPA grant has brought healthy eating lessons, movement-based activities, physical activity focused teacher training, and technical assistance to 52 schools in the District, including 18 schools with a rating of 1 or 2 stars through the STAR Framework.

3. Health and Physical Education Curricular Standards

OSSE continues to engage stakeholders to address any challenges that have impeded consistent implementation of the standards. OSSE supports and encourages educators to utilize the standards as they research curricula and develop their lessons. OSSE’s resources for schools are developed and distributed via

³⁶ DC Official Code § 38–821.02.

the [OSSE website](#), delivered via paper copies to schools, shared with stakeholders and health advocates, and distributed at scheduled health education events and fairs throughout the course of the school year. OSSE also works with community partners to ensure their school-based health and physical education activities are aligned to the [District Health Education Standards](#). This allows partners to build capacity and promote sustainability in schools while implementing standards-aligned activities in core health topic areas.

4. Technical Assistance and Supports

In the 2018-19 and 2019- 20 school years, OSSE provided training, professional development, and technical assistance around health education standards through its work with the Physical Education Leadership Cadre (PELC), a group of health and physical education teachers from across the District committed to implementing quality, standards-based health and physical education instruction in their schools while supporting other district teachers.

i. Health Curriculum Guidance Documents

In 2018 OSSE developed Curriculum Review Guidance Documents and the [Nutrition Education Plan](#) as guides for educators in public and public charter schools. The 2018 Nutrition Education Plan is aligned to the [Whole School, Whole Community, Whole Child \(WSCC\) model](#) and focuses on areas of the Healthy Schools Act, including health education minutes, curricular standards, and local wellness policy development and implementation. The Plan focuses on student outcomes, creating a plan to ensure excellent work around nutrition is sustained over time, and emphasizing the need to work with external partners to best support students and families. Additionally, the Plan contains action items and measurable outcomes that can be used by the community, LEAs and schools, and families to increase the quality and quantity of nutrition education delivered to students.

The [Nutrition](#) and [Sexual Health](#) curriculum review guides include summaries and in-depth information about various health education curricula. Each curriculum has been thoroughly reviewed using the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT) and Physical Education Curriculum Analysis Tool (PECAT), which are aligned with the National Health Education Standards and the National Standards of Physical Education. Preliminary information and short summaries of each of the available curricula are included in the guide, as well as contact information on means of accessing curricula.

The [Curricula Guide for Meeting DC Health Education Standards and School Safety Omnibus Amendment Act of 2018 \(SSOAA\) Requirements](#)—released in January 2020—outlines the requirements from SSOAA and maps them to the [DC Health Education Standards](#), which meet the SSOAA requirements. The guide also provides a list of curricula along with a description of the program, the SSOAA requirements that the curricula meets, the applicable age group, and associated costs, number of lessons, and training requirements.

ii. Health and Wellness Booklists

OSSE continues to promote the [DC Healthy Schools Booklist](#) and the [Health and Physical Education Booklist](#). These resources contain annotated lists of books for students on a variety of health topics, including but not limited to mental and emotional health, safety skills, physical education and physical activity, the environment, food and nutrition, alcohol and drug use, gardens and farms, and personal health.

iii. Compliance Letters

At the beginning of the 2019-20 school year, OSSE used School Health Profile data to inform school administrators of their school's physical education, health education, and CPR instruction compliance status. Principals at all public and public charter schools received letters that included the requirements for the grade band they serve, the average number of minutes that schools in their grade band provided, the number of minutes that their school provided, and their school's corresponding compliance status. Principals at each school whose reported minutes did not meet the required average for the grade band they served were notified that their school was out of compliance.

OSSE plans to continue sending compliance letters each school year. Future letters will notify principals of their school's compliance status, as well as provide information for creating and implementing action plans to increase minutes at any school out of compliance with the physical education minute requirements. Physical activity minute requirements for pre-K 3 and pre-K 4 students put in place by the HSAA will also be shared with principals in future letters. In accordance with the HSAA, any school that fails to meet minute requirements for physical activity and/or physical education will be required to submit action plans to OSSE and will receive support from OSSE toward increasing minutes to achieve compliance.

iv. Action Plans

Beginning in Fall 2020, schools whose reported physical education minutes for the 2019-20 school year that did not meet the required average for the grade band they serve will be required to submit a self-assessment and action plan to OSSE. The self-assessment allows schools to identify challenges they faced in meeting the required physical education minutes for their grade band. The action plan requires schools to outline steps they will take and the support they will need to meet physical education minute requirements for the 2020-21 school year.

After submitting the action plan, schools will receive communication from a member of the OSSE Healthy Schools and Wellness Program team to discuss the plan and any additional supports that may be needed. Due to the uncertainty surrounding the COVID-19 public health emergency, this process and timeline is subject to change. Schools will be notified of any COVID-19-related changes as they emerge.

5. Additional Health and Physical Education Progress

During the 2018-19 and 2019-20 school years, OSSE completed the following in regard to health and physical education in District schools:

- OSSE supported implementation of comprehensive health education through the Whole School, Whole Community, Whole Child (WSCC) model, a multi-component school-based approach that aims to elevate the health and wellness and academic achievement of every child.
- In spring 2019, OSSE hosted a health and wellness summit for 50 teachers, administrators, and community-based partners. The summit focused on leveraging the WSCC approach to implement key school health initiatives in schools, including School Health Profiles, Healthy Schools Act grant requirements, and health education standards.

- In fall 2019, OSSE, in partnership with the PCSB, hosted a sexual health summit for 60 educators, school leaders, general and special education teachers, health education teachers, and community health professionals to explore best practices in sexual health education and disease prevention among youth.
- OSSE hosted several roundtable meetings throughout fiscal year 2019 with community-based partners, school leaders, mental and behavioral health experts, and District government partners to discuss standards-aligned curricula that provide age- and developmentally-appropriate, evidence-based, culturally responsive instruction on the following:
 - (1) Recognizing and reporting sexual misconduct and child abuse;
 - (2) Setting and respecting appropriate personal and body boundaries and privacy rules;
 - (3) Communicating with adults about concerns regarding body boundaries or privacy violations;
 - (4) The meaning of consent;
 - (5) Developing and maintaining healthy relationships; and
 - (6) Other appropriate topics to support the healthy development of students.
- OSSE coordinated with the physical activity subcommittee of the Healthy Youth and Schools Commission as they explored initiatives such as out-of-school time and increasing physical activity during the school day.
- In September 2020, OSSE released a new [Immunization Education](#) webpage to offer District schools and LEAs with optional standards-aligned curriculum that health educators can use when teaching concepts of disease prevention, immunizations, and immune systems.

E. Upcoming Health and Physical Education Initiatives

During the upcoming school years, OSSE plans to continue to provide supportive health and wellness trainings, technical assistance, resources, and engagement opportunities for students, LEAs, schools, stakeholders, and CBOs. During the 2020-21 school year, OSSE plans to do the following:

- Provide on-going technical assistance to LEAs that need to update their local wellness policies and develop evaluation tools for LEAs;
- Continue to disseminate technical assistance resources and work with schools to promote nutrition, physical activity, health, and literacy;
- Provide additional cross-cutting trainings on topics that will assist school administrators and educators in planning and implementing health and physical education-related programs and services;
- Provide additional technical assistance on developing, implementing, and strengthening Comprehensive School Physical Activity Programs.
- Implement a multi-tiered system of support (MTSS) framework across all programs to organize the delivery of technical assistance and improve outcomes.
- Create a WSCC quick reference guide to help stakeholders plan activities and improve coordination.

VI. Environmental Literacy Program

The Healthy Schools Act established the Environmental Literacy Program within OSSE.³⁷ The HSA mandates that the program do the following:

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

The Healthy Schools Act solidifies the notion that creating and sustaining an environmentally friendly school environment and integrating environmental education into schools' curricula is essential to the health and wellness of students, as well as the health of the local environment and community.

A. The DC Environmental Literacy Plan (DC ELP)

Since 2012, District agencies and stakeholders have collaborated on the development of an environmental literacy plan that serves as a road map for the implementation and integration of environmental education in the District's K-12 curriculum. Adopted by DC Council in 2014, the Environmental Literacy Plan (ELP) must be updated every three years. OSSE leads this effort, in coordination with the other District agencies and with input from the DC Environmental Education Consortium (DCEEC) and environmental non-profit organizations. The resulting ELP provides a framework to ensure that students will be prepared to make informed decisions concerning the environmental opportunities and challenges of the 21st century. The updated ELP is planned for release in Fall 2020 and will be posted on the [OSSE website](#). The ELP creates the groundwork for the development of academic standards and the measurement of student achievement with regards to environmental literacy.

³⁷ DC Official Code § 38-825.02.

Pursuant to the Healthy Schools Act, OSSE's Environmental Literacy Program coordinates the efforts of DOEE, DCPS, PCSB, SBOE, UDC, DPR, DGS, and DOES to triennially develop an environmental literacy plan for public schools, public charter schools, and participating private schools that includes, at minimum:

- Relevant teaching and learning standards adopted by the SBOE;
- Professional development opportunities for teachers;
- Suitable metrics to measure environmental literacy;
- Suitable methods to increase environmental literacy;
- Governmental and nongovernmental entities that can assist schools in the achievement of these goals; and
- A proposed implementation method for the plan.

The ELP defines environmental literacy as the development of the knowledge, attitudes, and skills necessary to make informed decisions concerning the relationships among natural and urban systems. The ELP further identifies an environmentally literate person as one who does the following:

- Discusses and describes ecological and environmental systems and human impacts on these systems;
- Engages in hands-on, outdoor learning experiences that involve discovery, inquiry, and problem solving;
- Formulates questions and analyzes information pertaining to their surrounding environment; and
- Understands how to take actions that respect, restore, protect, and sustain the health and well-being of human communities and environmental systems.

B. Sustainable DC

In 2013 the District released its first [Sustainable DC Plan](#), a strategy that lays a path forward for making the District the healthiest, greenest, and most livable city in the nation over the next 20 years. Updated in 2019, Sustainable DC 2.0 now includes education as a stand-alone topic area for implementation and continues to recognize that the ELP is the appropriate platform on which to build environmental and sustainability education into District schools. In the Sustainable DC 2.0 Plan, implementation of the ELP is a specific action item to achieve Education Goal 1: Ensure every student in the District graduates with the knowledge to protect and restore their local environment. The goal includes the following target: By 2032, teach 100 percent of children in the District about environmental and sustainability concepts.

C. The State of Environmental Education

The 2020 DC ELP acknowledges changes that have occurred in the educational landscape, such as new early education standards, initiatives to ensure healthy learning environments, and improved tactics to share resources. OSSE will continue to coordinate plan implementation on the updated objectives, strategies, and action items. The updated plan builds upon progress that has been made in the eight years since the first

plan was written and continues to encourage collaboration across agencies to promote quality environmental education programs for students.

During the 2018-19 and 2019-20 school years, OSSE's Environmental Literacy Program completed the following:

- Continued implementation of action items described in the [2017 Environmental Literacy Plan](#) (Attachment 21);
- Strengthened connections between environmental literacy and health education, aligning programs with the Whole School, Whole Child, Whole Community (WSCC) model;
- Explored and developed new innovative partnerships that will support existing environmental education programs and the establishment of new school programs;
- Collaborated with the DC Environmental Education Consortium and its member organizations to develop and increase environmental education activities, as well as to support public and public charter schools in taking advantage of these types of educational activities; and
- Further collaborated with OSSE's STEM and Early Learning initiatives to increase scope and depth of environmental education programs.

1. Coordination with other District Agencies and Partners

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

Department of Energy and Environment (DOEE)

DOEE's Watershed Protection and Fisheries and Wildlife Divisions provide environmental education programs for students and educator trainings. The Urban Sustainability Administration monitors progress on Sustainable DC 2.0, which includes implementation of the ELP as a core action to reach the education goal and targets. Many divisions also support activities for the summer youth Green Zone Environmental Program.

Department of Parks and Recreation (DPR)

In early 2020, DPR launched the development of Ready 2 Play: The 20-year DPR Master Plan. The prior strategic plan included "be green" principles to promote practices that connect residents to their local environment, which are still part of the agency's [mission and vision](#).

University of the District of Columbia (UDC)

UDC's Equity Imperative is the strategic plan designed to regenerate the university as a public higher education model of urban student success. UDC's [2022 strategic plan](#) includes goals to work more closely with public and public charter schools, with an initiative to provide STEM teacher training for schools in Wards 7 and 8.

District of Columbia Public Schools (DCPS)

As DCPS moves into its next phase of strategic planning for science education over the next three years, the focus will be on access and equity for elementary grades, to ensure that all students have explicit opportunities to engage in Next Generation Science Standards (NGSS)-aligned learning experiences. For secondary grades, the focus will be on student outcomes and achievement in order to ensure that all students are reaching their full potential and are meeting the expectations of the learning standards outlined in the NGSS. Environmental literacy has a strong connection to these science instruction outcome areas, as NGSS emphasizes investigating natural phenomena and exploring real world contexts for learning about science.

Office of Planning

The Office of Planning has been coordinating the 2020 update to the DC Comprehensive Plan. The plan's Environmental Protection element includes amendments for educational initiatives for students and residents, while the Education Facilities element integrates amendments to use school buildings as sustainability teaching tools.

2. Sustainable Schools

To support the sustainable schools outcome of the Chesapeake Bay Agreement and the education goal of the Sustainable DC 2.0 Plan, OSSE piloted the Capital LEAF (Leaders in Environmental Actions for our Future) program to recognize green, healthy, and sustainable schools in the District. This program pilot, developed in consultation with the Healthy Youth and Schools Commission and school- and community-based partners, aims to support schools with achieving US Department of Education Green Ribbon certification. Capital LEAF aims to recognize schools that are achieving success in environmental and sustainability outcomes in the following areas: administrative leadership, staff involvement, community engagement, and school commitment. It will also consider the extent to which schools are engaging students in conducting audits and action projects in the following areas: energy, schoolyard habitat, health and nutrition, physical environment, transportation, and waste. In the 2019-20 school year, OSSE began field testing the recognition process with a small number of schools, and the program pilot is planned to launch in the 2020-21 school year. Capital LEAF aims to serve as a steppingstone to schools seeking recognition by the US Department of Education's Green Ribbon Schools program.

Additionally, District agencies have taken steps to ensure school buildings are more sustainable and to share this information with the public. Over the last two fiscal years, DGS has designed 12 schools to meet LEED standards. Over 50% of the DCPS portfolio has been fully modernized, and all schools are targeted to complete modernization by 2035.³⁸ DCPS includes sustainability metrics on its [school profiles](#). Currently, each school webpage includes its Energy Star Rating, LEED level, and whether it is on the DCPS Recycles! Honor Roll. For all public and public charter schools, profiles on the DC School Report Card include whether the school offers a school garden program.

³⁸ See Sustainable DC 2.0 Progress Report, April 2020:

https://sustainable.dc.gov/sites/default/files/dc/sites/sustainable/page_content/attachments/2020%20Sustainable%20DC%20Detailed%20Status%20Report.pdf

3. Environmental Education Programs in Schools

Data on environmental education programs in District schools for the 2018-19 and 2019-20 school years were collected from multiple sources including the School Health Profile,³⁹ OSSE's School Gardens and Farm-to-School Programs, the DCPS Office of Planning and Post-Secondary Readiness, and self-reported data from select environmental education providers.

According to the 2018-19 School Health Profile data, 73 schools are teaching at least one of the following environmental topics during the school year:

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

The 2019-20 School Health Profile data showed that 72 schools were teaching at least one of the environmental topics.

Program data from the OSSE School Garden Grant, DOEE's Overnight Meaningful Watershed Educational Experience, and DGS' Recycle Right Honor Roll indicate potential underreporting of the number of schools teaching these topics in the classroom. Based on these other data sources, over 200 school campuses engage in varying degrees of environmental education. These data have been compiled into a list of schools and types of environmental education programming (Attachments 21 and 22). OSSE's environmental literacy coordinator plans to coordinate and streamline channels for collecting more accurate and robust data in the future. In addition to the data sources mentioned above, other methods of collection may include the DC Environmental Education Consortium Member Survey and interviews with school administrators and CBOs.

i. Environmental Literacy Indicator Tool (E-LIT)

To support the Environmental Literacy Goal and Outcomes of the [Chesapeake Bay Watershed Agreement](#), the Chesapeake Bay Program collects information from local and state school systems to help advance the implementation of environmental education efforts in schools in the mid-Atlantic region. In this self-assessment, LEAs are asked to determine whether processes were in place for the LEA to facilitate environmental literacy planning, sustainable schools, and student participation in meaningful watershed educational experiences (MWEEs).⁴⁰ Since 2015, data from DCPS have been collected biennially. Implementation of student meaningful watershed educational experiences has remained steady, with a

³⁹ Each public school, public charter school, and participating private school within the District of Columbia is required to complete the School Health Profile Questionnaire (SHP) and submit to OSSE pursuant to the Healthy Schools Act of 2010, DC Official Code § 38-826.02. The information collected in the SHP serves as a comprehensive means of monitoring and evaluating schools on how well they are meeting the requirements under the HSA. All data in the SHP are self-reported by each school.

⁴⁰ Meaningful watershed educational experience (MWEE) Retrieved from:
http://www.chesapeakebay.net/publications/title/meaningful_watershed_educational_experience

systemic experience for all elementary students and some students engaged in middle and high school. Participation in sustainable schools has only been tracked via recognition from the US Department of Education Green Ribbon Schools program. The Capital LEAF program pilot aims to provide a state-level metric to increase numbers. All results are posted on the [Chesapeake Progress website](#).

ii. High School Environmental Science Courses

Based upon data from the DCPS Office of Planning and Post-Secondary Readiness, since the 2012-13 school year, the availability of high school environmental science courses, both Advanced Placement (AP) and standard, has fluctuated slightly while maintaining steady enrollment, despite fewer school offerings (Figure X). The number of public charter high schools offering an environmental science course decreased for the 2019-20 school year, and the percentage of schools offering an environmental science course (AP or standard) increased.

OSSE will continue to work with DCPS and charter schools to promote the benefits of these courses for students.

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

	SY2012-13	SY2013-14	SY2014-15	SY2015-16	SY2016-17	SY2017-18	SY2018-19	SY2019-20
Number of DCPS high schools offering an AP Environmental Science course	3/25 (12%)	Data not available	5/21 (24%)	7/21 (33%)	8/22 (36%)	10/22 (45%)	8/23 (35%)	6/22 (27%)
Enrollment in DCPS AP Environmental Science courses	150	Data not available	173	266	949	924	287	249
Number of DCPS high schools offering a Standard Environmental Science course	19/25 (76%)	Data not available	18/21 (86%)	17/21 (81%)	18/22 (82%)	18/22 (82%)	20/23 (87%)	16/22 (73%)
Enrollment in DCPS Standard Environmental Science courses	2150	Data not available	1430	1138	1853	1020	1252	1135
Number of Public Charter LEAs offering Environmental Science courses (AP or Standard)	Data not available	9/20 (45%)	12/20 (60%)	12/20 (60%)	13/21 (62%)	11/24 (46%)	13/20 (65%)	14/16 (88%)
Enrollment in Public Charter LEA Environmental Science courses (AP or Standard)	Data not available	626	849	791*	929*	338*	984*	787*

*Not all public charter LEAs provided enrollment numbers.

**Data source: enrollment provided by LEAs.

DCPS has also redesigned the curriculum at Anacostia High School to include a new Civil and Environmental Engineering pathway that prepares students for high-demand careers. The redesigned curriculum includes implementation of a project-based learning approach that makes connections across courses and allows

students to apply their learning to real-life topics in their communities and environment. The school will partner with DOEE to provide educational programming and other resources to support Anacostia High School's environmental focus. Additionally, in 2019, DCPS provided funding for two high school teachers at H.D. Woodson High School to include LEED Prep coursework in their classrooms, which also allowed several students to take the LEED Green Associate exam before graduating high school.

iii. Overnight Meaningful Watershed Educational Experience

DOEE partners with three local non-profit organizations (Alice Ferguson Foundation, Living Classrooms of the National Capital Region, and NatureBridge) on the Overnight Meaningful Watershed Educational Experience (MWEE) Program for students in grade 5. In 2019, DOEE granted \$1.2 million to fund 4,960 grade 5 public and public charter students to participate in the Overnight Meaningful Watershed Educational Experience (OMWEE). OSSE provided funding for transportation related to the OMWEE program during the 2018-19 and 2019-20 school years.

The MWEE is a three-day, two-night, overnight field study that engages students in environmental education programming and team-building activities. The concepts addressed in the MWEEs are tied to the NGSS, including characteristics that make up the Earth's systems; food chains and webs in ecosystems; and the interaction between humans and the earth, specifically focusing on ways to protect the environment.

In the 2013-2014 school year, DOEE piloted this program with all students in grade 5 from Wards 7 and 8 and expanded the program to serve students in all wards during the 2014-2015 school year. The program has grown from reaching 19 schools in the 2013-2014 school year to reaching 74 schools (out of 116 eligible schools) in the 2018-19 school year. Prior to the shift to distance learning due to the COVID-19 public health emergency, 42 schools had completed the program in the 2019-20 school year. In 2019, 17 teachers participated in an OMWEE professional development pilot training series designed to reduce barriers to participation and increase teacher support.

Systemic implementation of a MWEE is a component of the Chesapeake Bay Agreement, which calls for students to engage in at least one meaningful watershed educational experience each in elementary, middle and high school.

iv. Measuring Progress in Environmental Literacy

Science is tested in grade 5, grade 8, and high school biology. For the 2018-19 school year, OSSE launched a new assessment. This assessment uses item clusters, some of which might include environmental themes, which engage students in sense-making and problem-solving around scientific phenomena and engineering design challenges across four scientific domains: physical science, life science, earth and space science, and engineering. [Assessment results](#) were released in December 2019. OSSE plans to further analyze the results to determine if environmental literacy programming impacts science assessment scores within the life science domain.

Although assessments can be used to formally measure student progress with respect to environmental literacy education, many opportunities also exist for students to demonstrate their environmental knowledge through participation in school-based activities. Integrating environmental investigations into school curriculum or participating in school-wide environmental events allows students to demonstrate an

understanding of environmental concepts and environmentally responsible behaviors. Many efforts have been made to create meaningful measures of student environmental literacy that are not test-driven. These include the following:

- High school Environment Award presented by DC Environmental Education Consortium at the DC STEM Fair;
- Anacostia Environmental Youth Summit, organized by DOEE, DC Environmental Education Consortium, Earth Force, and other environmental non-profits, which includes events that highlight student investigations and action projects;
- Student Innovation Showcase, hosted by EcoRise Youth Innovations, which included student presentations for sustainability solutions for their schools;
- School recognition in DGS' DCPS Recycles! Honor Roll; and
- School participation in Growing Healthy Schools Month.

4. Guidance and Technical Assistance for Schools

OSSE provides guidance and technical assistance for schools, such as online curricular resources, an elementary teacher community of practice, professional development, and funding opportunities. Collaborative efforts with District agencies and community partners allow the development of programs and resources that specifically address local environmental issues and provide students with real-world contexts for learning about science and their surroundings.

i. Environmental Literacy Leadership Cadre

OSSE has successfully grown its Environmental Literacy Leadership Cadre, a program that creates a community of practice comprised of elementary schools working towards developing and implementing a school-based environmental literacy program that ensures all students at every grade level receive environmental education experiences. The first cohort began in February 2016 and ended in June 2017. The second cohort ran from the 2017-18 school year through the 2018-19 school year. These first two cohorts have transitioned to become alumni schools, and OSSE continued to provide the 30 alumni schools with assistance in implementing the schools' environmental literacy programs (Figure Y). In the 2018-19 school year, these alumni schools reached approximately 7,300 students.

Figure Y: Environmental Literacy Leadership Cadre Alumni Schools

School Name	Ward	Cadre Cohort
Beers Elementary	7	2
Bruce-Monroe Elementary @ Park View	1	2
Burroughs Elementary	5	2
Capital City Public Charter School	4	1
HD Cooke Elementary	1	1
Creative Minds International PCS	5	2
DC Prep – Anacostia PCS	8	2
DC Prep - Edgewood PCS	5	2
Eagle Academy PCS - Congress Heights	8	2
Hearst Elementary	3	2
Houston Elementary	7	2
Key Elementary	3	2
Kimball Elementary	7	1
KIPP DC – Heights Academy	8	1
Lafayette Elementary	4	2
Langdon Elementary	5	1
Ludlow-Taylor Elementary	6	1
Malcolm X Elementary	8	1
Mann Elementary	3	2
Marie Reed Elementary	1	2
Maury Elementary	6	1
Mundo Verde Public Charter School	5	1
Peabody Elementary	6	1
School within a School @ Goding	6	1
School Without Walls @ Francis-Stevens	2	2
Seaton Elementary	6	1
Simon Elementary	8	2
Tyler Elementary	6	1
Van Ness Elementary	6	1
Watkins Elementary	6	1
Washington Yu Ying PCS	5	2
Bridges PCS (inactive)	5	1
Mary McLeod Bethune Day Academy PCS (inactive)	5	2

OSSE successfully recruited 10 new schools and four mentors to participate in the third cohort of the cadre, which began in fall 2019 (Figure Z). Cadre members each have a mentor, and the whole group met monthly. The teachers completed landscape surveys of activities currently taking place at their schools and created school-based environmental literacy programs. In Spring 2021, cadre members will present the results of implementing programs at their schools at an Environmental Literacy Showcase and create a sustainability

plan to begin the process of determining how to maintain environmental literacy initiatives at the school in the future.

Figure Z: Schools in the 2019-2021 Environmental Literacy Leadership Cadre

School Name	Ward	Cadre Cohort
Amidon-Bowen Elementary	6	3
Latin American Montessori Bilingual PCS	4	3
Leckie Education Campus	8	3
Lee Montessori PCS	5	3
Miner Elementary	6	3
Murch Elementary	3	3
Thomson Elementary	2	3
Tubman Elementary	1	3
Turner Elementary	8	3
Whittier Elementary	4	3

ii. Environmental Literacy Advancement Grant

The Environmental Literacy Advancement Grant (ELAG) was created to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health for elementary schools represented in the cadre. Grantees are required to provide quality environmental education programs to a minimum of one entire grade level at cadre schools in support of the school-based environmental literacy program.

In the 2018-19 school year, OSSE awarded nearly \$400,000 in continuation grants to nine nonprofit organizations to support the efforts of the Environmental Literacy Leadership Cadre (the cadre) and alumni organizations (Attachment 23). In the 2019-20 school year, OSSE awarded approximately \$215,000 in grants to six nonprofit organizations.

iii. Curricular Resources

The Environmental Literacy Program page of the OSSE [website](#) continues to include links to numerous resources for environmental literacy, including the following:

- The [Environmental Literacy Framework](#) is a guide for schools that identifies the knowledge and skills District students need to become environmentally literate and is aligned with the NGSS Performance Expectations (the framework). Schools in the Environmental Literacy Leadership Cadre use the framework as guidance to develop school-based environmental literacy implementation plans;
- The [Environmental Literacy Guide for Educators](#) of pre-kindergarten to grade 5 students is based on the Environmental Literacy Framework, and correlated with NGSS and the College, Career, and Civics (C3) Framework for social studies state standards; and

- [High School Environmental Science Instructional Sequences](#) are based on the Environmental Literacy Framework, correlated with NGSS, and support the DCPS Scope and Sequence documents for high school environmental science.

OSSE identified health and physical education standards that are potentially relevant and/or closely correlated to environmental topics, and OSSE staff collaborated to facilitate workshops at the DCPS professional development day in October 2018. The workshops focused on links between health, physical activity, and the environment. Additionally, the 2019 DC Early Learning Standards include updates for more robust science standards aligned with NGSS, to include the environment.

The 2020 ELP includes an appendix that lists organizations with environmental literacy resources for schools. Creating access to this information has been important to spread the word about environmental education opportunities in the District. Other tools available to connect schools to resources include the following:

- [DCPS Canvas](#): OSSE and other DC Environmental Education Consortium members provided DCPS with web links to environmental curricula, student programs, and web sites, which is posted in the science section of Canvas under the tab, “Other Curricular Resources on the Web.”
- [Resource Directory](#): DC Environmental Education Consortium’s Environmental Literacy Resource Directory also references relevant sustainability initiatives. It was disseminated with the draft environmental literacy framework and is posted on OSSE’s [website](#).
- [DC Teachers Night](#): Launched by the DC Environmental Education Consortium in 2008, this annual event hosted at the US Botanic Garden features approximately 40 environmental organization exhibitors who present environmental hands-on activities, lesson plans, and resources for teachers to bring back to their classrooms. Information is also exchanged regarding classroom visits, student and teacher field experiences, and professional development opportunities. This event has grown from 100 teachers pre-registering to attend in 2008 to more than 400 teachers pre-registering to attend in 2020.

iv. Professional Development and Technical Assistance for Educators

OSSE and its partners offered the following professional development opportunities during the 2018-19 and 2019-20 school years:

School Gardens Program: As reported previously in this report, OSSE’s [School Gardens Program](#) offers introductory training and seasonal training opportunities throughout the school year that are open to teachers or other stakeholders interested in school gardens. Beginning in 2016, OSSE’s school garden grantees were required to designate one grade level at the school to receive a garden-based meaningful watershed educational experience (MWEE). This provides a collaborative approach to reaching the objectives of the Chesapeake Bay Agreement through OSSE’s school garden and environmental literacy programs. As a follow up to the 2018 [Exploring Nature on School Grounds webinar](#), OSSE hosted a virtual training in May 2020 to assist grantees with this requirement.

Climate Change Filmmaking Project: OSSE continues to support the Climate Change Filmmaking Project. In 2019, 12 teachers from seven public and public charter schools worked with over 140 students to explore climate change through the lens of film and media arts. Students created one-minute films that simultaneously explored the local impact of climate change and careers in environmental communications.

In May 2019, 27 short films were screened at the Goethe Institute. In 2020, 11 teachers from nine schools participated in the training. Even though school sessions were disrupted by the COVID-19 public health emergency, over 35 student films were submitted in June 2020. This project has been successfully integrated into the grade 6 curriculum at Two Rivers Public Charter School.

To celebrate the five-year anniversary of the Climate Change Filmmaking project, OSSE and partners organized a retrospective screening event as part of the DC Environmental Film Festival. Unfortunately, due to the COVID-19 public health emergency, the March 2020 event was postponed, and organizers hope to reschedule the event for fall 2020. As of the publishing of this report, data on the 2020 screening were not available.

Environmental Experiences for Early Childhood Training: In May 2019, OSSE's Health and Wellness Division collaborated with OSSE's Division of Teaching and Learning, and the US Botanic Garden to provide training to nine teachers in [Project Learning Tree's early childhood curriculum](#). Modified virtual sessions were also offered in August and September 2020.

v. Opportunities for Non-Formal Educators

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

DC Environmental Education Consortium: In November 2018, DCEEC hosted a workshop and train-the-trainer session for the North American Association for Environmental Education's Guidelines of Excellence. Approximately 40 people participated in the general workshop, and 12 people became part of the NAAEE Guidelines Trainers' Bureau. The representatives from DC at the workshop represented local government agencies and CBOs.

Department of Energy and Environment: During the 2018-19 school year, DOE's Fisheries and Wildlife Division conducted two trainings for 30 participants in Project WILD-Aquatic environmental education curriculum, as well as a mini-session with 11 DCPS teachers during a DCPS professional development day. DOE's Watershed Protection Division also hosted a Project WET (Watershed Education for Teachers) workshop for 15 participants.

Energizing Student Potential: DCPS started an initiative to train school librarians and media specialists in the National Energy Education Development (NEED) curriculum. During the 2018-19 school year, 46 schools participated, and 20 schools participated during the 2019-20 school year. Students engaged in a range of energy activities, such as conducting school energy audits with PEPCO staff.

5. Assistance with Receiving Green Ribbon Recognition

While some schools have expressed interest in applying for the US Department of Education's Green Ribbon Schools recognition, OSSE has not received any applications since 2016. The Capital LEAF program pilot (as described in the [Sustainable Schools section](#)) aims to support schools to document and celebrate incremental shifts in school culture and practice, which will lead to greener, healthier, more sustainable school environments. This District-level recognition follows suit with many other states, which utilize a state-level recognition as a prerequisite to applying to be a Green Ribbon School.

D. Upcoming Environmental Literacy Initiatives

OSSE continues to make significant progress in implementing the ELP. OSSE plans to expand this work in the upcoming school years to increase the scope and depth of environmental education programming, to include the following:

- Create a crosswalk document that identifies Early Learning Standards that include environmental literacy concepts;
- Create a resource hub that demonstrates how green building elements (green infrastructure) on school grounds can effectively be integrated into curriculum;
- Conduct a survey to determine the extent environmental education initiatives are taking place in the District to provide the baseline data on the location and types of environmental education programs taking place in public and public charter schools;
- Determine the best methods to evaluate changes in student and teacher environmental literacy and establish metrics to track improvement;
- Identify methods of supporting environmental instruction through distance learning and virtual engagement opportunities;
- Reconvene the Environmental Literacy Advisory Committee to clarify its purpose, scope, and role in environmental literacy plan implementation;
- Leverage partnerships with District agencies and community partners to increase the number of students engaged in high quality hands-on, real world learning experiences, utilizing platforms such as Open Data DC; and
- Regularly disseminate information to encourage engagement in local, District-specific environmental education opportunities through OSSE communication channels and relevant environmental education and sustainability listservs.

VII. Attachments

Attachment 1. Cafeteria Staff Training Grant Recipients, Fiscal Year 2019

SFA/Organization Name	Total Funds Granted
D.C. Bilingual PCS	\$50,085
DC Central Kitchen	\$69,054.50
Elsie Whitlow Stokes Community Freedom PCS	\$34,855.50
Friendship PCS	\$46,005

Attachment 2. Cafeteria Staff Training Grant Recipients, Fiscal Year 2020

SFA/Organization Name	Total Funds Granted
DC Central Kitchen	\$43,193.65
D.C. Bilingual PCS	\$41,102
D.C. Preparatory Academy PCS	\$5,000

Attachment 3. NSLP Equipment Assistant Grant Recipients, Fiscal Year 2019

SFA/Organization Name	Total Funds Granted
DCPS-Ketcham ES	\$22,584.66
DCPS-Savoy ES	\$22,584.66
Friendship PCS	\$10,700
Meridian PCS	\$18,676
Paul PCS	\$24,000
Creative Minds International PCS	\$2,158

Attachment 4. NSLP Equipment Assistant Grant Recipients, Fiscal Year 2020

SFA/Organization Name	Total Funds Granted
Friendship PCS- Blow Pierce	\$25,000
IDEA PCS	\$8,582
Latin American Youth Center (LAYC) Career Academy	\$11,645.16
Digital Pioneers Academy	\$11,815.70
District of Columbia Public Schools- JO Wilson ES	\$7,499
District of Columbia Public Schools- Cooke ES	\$17,081.20
District of Columbia Public Schools- Tubman ES	\$12,656
Eagle Academy PCS- Congress Heights	\$5,720.94

School Reporting:

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Attachment 5 (page 2 of 3)

Farm Name	Address	City	State	Zip Code	Grower Number
Appeeling Fruit	1149 Railroad Road	Dauberville	PA	19533	14
Arnold Farms	13550 Ritchie Highway	Arnold	MD	21012	9
Bartenfelder Farms	4110 Payne Road	Preston	MD	21655	39
Basciani Farms	944 Penn Green Rd	Avondale	PA	19311	12
Baughner Orchards	1015 Baughner Road	Westminister	MD		50
Baywater (Greens) Farms	27616 Little Ln	Salisbury	MD	21801	16
Bear Mountain Orchards	1415 Potato Road	Aspers	PA	17304	1
Bender Potato Co	1120 Lincoln Way E	Chambersburg	PA	17201	23
Butler's Orchard	2222 Davis Mill Road	Germantown	MD	20876	13
C&E Farms	19319 Seaside Rd	Cheriton	VA	23310	38
Capital Meats	5226 Monroe Pl	Hyattsville	MD	20781	24
Chicone farms	5031 Rhodesdale Vienna Rd	Dorchester	MD	21869	47
Chocolate and Tomatoes Farm	18801 River Rd.	Poolesville	MD	20837	54
Colora Orchards	1265 Colora Road	Colora	MD	21917	3
Common Market	82 Dilks Rd.	Monroeville	NJ	08343	25
Coombs farm	20 Route 77	Elmer	NJ	08318	42
Country Hill Produce		Kinzers	PA	17535	57
Davis Mushroom (Phillips/Ken?)		Kennet Square	PA		30
Dreaming Out Loud	41 7th st. NW	Washington	DC	20004	55
Dusty Lanes Farm	327 Garrison Rd	Elmer	NJ	08318	41
Evans Farm	9483 Seashore HWY	Bridgeville	DE	19933	36
Fifer Orchards	1919 Allabands Mill Road	Wyoming	DE	19934	4
Fralinger Orchards	49 Slade Ln	Bridgeton	NJ	08302	52
Fresh20	19315 Carrico Mills Rd	Stevensburg	VA	22741	43
Greenbranch Farm	5075 Nutter Cross Road	Salisbury	MD	21804	34
Hess Farms	8620 Helman Rd	Waynesboro	PA	17268	31
Hummingbird Farms	12319 Ridgely Rd	Ridgely	MD	21660	37
J Roland Wood Produce	2500 Beasley Road	Benson	NC	27504	5
Jersey Fruit Association	800 Ellis Mills	Glassboro	NJ	08028	15
K Street Farm	111 K St NW	Washington	DC	20001	56
Kaplan and Zubrin Farm	146 Kaigh Ave	Camden	NJ	08103	21
Kilmer's Orchard	196 Carlton Drive	Inwood	WV	25428	26
Kirby Farms	3541 River Road	Mechanicsville	VA	23116	20
Lancaster Farm Fresh Coop	201 Running Pump Rd	Lancaster	PA	17603	17
Larchmont Farms	201 Route 77 Elmer	Elmer	NJ	08318	53
Lewis Orchards	18901 Peachtree Rd	Dickerson	MD	20842	35
Loville Production Auction	40454 Bishop Road	Mechansville	MD		51
Miller Farms	10140 Piscataway Rd	Clinton	MD	20735	19
Mock's Greenhouse	670 Tanglewood Lane	Berkley Springs	WV	25411	27
Mountain View Orchards	272 Ramoth Church Rd	Stafford	VA	22554	22
N N Ellis Produce	1131 NN Ellis Road	Faison	NC	28340	32
Old Line Meat Company	1600 Monroe St.	Baltimore	MD	21230	49
Papa Johns Farm	8065 New Cut Road	Severn	MD	21144	10
Parker Farms	1647 Kings Highway	Oak Grove	VA	22443	18
Public House Produce	375 Liberty Bell Lane	Luray	VA	22835	46
Red Hill farm	43086 Lucketts Rd	Leesburg	VA	20176	45
Rice Fruit Company	2760 Carlisle Road	Gardner	PA	17324	2
Richardson Farms	5960 Ebenezer Road	Whitemarsh	MD	21162	11
Scott Farms	7965-A Simpson Road	Lucama	NC	27851	6
Seabrook Farms	85 Finley Road	Seabrook	NJ	08302	7
Seven Hills Food	1803 Holliday St.	Lynchburg	VA	24501	28
Shlagel Farms	12850 Shlagel Rd	Waldorf	MD	20601	33
Sunny Harvest		Kirkwood	PA		58
SVPA	2839 Lumber Mill Rd.	Dayton	VA	22821	29
Toigo Orchards	750 S Mountain Estated Rd.	Shippensburg	PA	17257	48
Turkey Knob Growers Inc	17581 Mechanicsville Road	Timberville	VA	22853	8
Valley Farming	3131 Koogler Rd	Dayton	VA	22821	44
Van Dessel Farms	25370 Dennis Drive	Parksley	VA	23421	40

Attachment 5 (page 3 of 3)

ADD NEW GROWERS HERE					
Farm Name	Address	City	State	Zip Code	Grower

Attachment 6. Optional Farm to School Language for SFAs to Incorporate into a Request for Proposal

Optional Farm to School Language SFAs to Incorporate into a Request for Proposal (RFP) – Food Service Management Company

Reserving the Right to Buy Off-Bid (B.5)

Option 1: [SFA Name] reserves the right to make opportunity buys from reputable local farmers due to seasonal volume, weather considerations, etc. If product is purchased directly from the farmer or cooperative, the FSMC may be asked to deliver the locally grown products to regular delivery sites.

Option 2: [SFA Name] reserves the right to purchase products directly from local producers (farmers), when possible, for the purpose of promoting local products in conjunction with the USDA Fresh Fruits and Vegetable Program (FFVP), Farm to School program, the School Breakfast Program, (SBP), the National School Lunch Program, (NSLP), the Child & Adult Care Feeding Program, CACFP Supper Program, or the Summer Food Service Program (SFSP).

Incorporating School Garden Produce (B.5)

[SFA Name] reserves the right to purchase or accept produce that is sold or donated by any garden or urban farm operated by any entity within the District of Columbia. [SFA Name] may approach the FSMC to informally solicit bids in accordance with D.C. MUN. REGS. tit. 27 § 1800 (2019) when purchasing produce from an eligible garden that does not appear on this RFP's price list and valued between \$10,000 and \$100,000.

Traceability Language (B.5)

Option: The FSMC must make every effort to procure local unprocessed products whenever possible during the school year. [Insert SFA Name] is interested in the traceability of all products served to [SFA Name] students, particularly that of locally/regionally grown products. If FSMC is not able to detail the item source by site in monthly velocity reports, they may submit a separate traceability report by product in excel format. This separate traceability report must include all the information required for the velocity report and the item's source.

- If locally/regionally grown: farm of origin for each item, particularly for, but not limited to locally/regionally grown produce. If product was not purchased directly from a farm, please provide as much information as available regarding the source of produce.
- If non local/regionally grown: state of origin

GFPP Preamble Language (C1)

[SFA Name] works to provide the highest quality meals to its students and views school meals as an essential component to student health, wellbeing, and future success. [SFA Name] is participating in the Good Food Purchasing Program, a metric-based, flexible framework that encourages large SFAs to direct their purchasing power towards five core values: local economies, environmental sustainability, valued

workforce, animal welfare, and nutrition. To help [SFA Name] make progress toward this goal, FSMC may be asked to source products adhering to these values.

Packaging (C.4)

The FSMC will provide only disposable flatware, dishes, napkins or other service items that are compostable.

Farm to School Language (New Section C.8)

Options (include those that correspond with your needs):

- [SFA Name] will require the FSMC to have a contact person designated to work with our menu committee on a quarterly basis to communicate the local products that can be placed on the menu. Meetings will be set up at least quarterly so local product menu needs can be met.
- As feasible, [SFA Name] hopes to coordinate staff and student visits to farms. Educational opportunities may be tailored to the interest level and capacity of each farmer.

Materials/Information:

- The FSMC will provide SFA with materials (menus, posters, displays, etc.) providing information about the farm/farmers/school garden from which food was source.
- The FSMC will provide SFA with information highlighting nutrition, agriculture, and food system careers to showcase career opportunities within food-related fields.

Programming:

- The FSMC will support SFA by providing materials, data, and/or staffing for implementing waste audits or other hands-on educational activities related to food waste education and work with SFA to implement at least two strategies recommended by the waste audit report or findings.
- The FSMC will participate in SFA farm to school events like Strawberries and Salad Greens Day and Growing Healthy Schools Month, schedule permitting.
- The FSMC will visit SFA cafeterias, classrooms, and/or the school garden at least once annually to promote the importance of farming and agriculture with students.
- The FSMC will host at least one educational session for SFA families and community members annually.
- The FSMC will participate in "Meatless Mondays" campaign or any equivalent meatless day program.
- The FSMC will provide garden maintenance such as watering, weeding, and harvesting.

Food/Supplies:

- When feasible, the FSMC will deliver produce within 24 to 48 hours of harvest, unless the product can be cold stored for longer periods of time or delivered frozen.

Attachment 7. 2018 Growing Healthy Schools Month Registration

School Name
Brightwood Education Campus
Capital City Public Charter School
Cardozo Education Campus
Center City Trinidad
DC Bilingual Public Charter School
Eastern High School
F.S. Key Elementary School
First Rock Baptist Church Child Development Center
Harmony DC Public Charter School
Hendley Elementary School
Hope Community Public Charter School-Lamond
Ideal Academy
Imagine Hope Tolson Campus
J.O. Wilson Elementary School
Janney Elementary School
Kelly Miller Middle School
Kimball Elementary School @ Davis
KIPP Webb
Lafayette Elementary School
Langley Elementary School
LaSalle-Backus Education Campus
Ludlow Taylor Elementary School
Meridian Public Charter School
Miner Elementary School
Peabody Elementary School
School Without Walls at Francis Stevens
Seaton Elementary School
Thurgood Marshall Academy
Washington Yu Ying Public Charter School
Watkins Elementary School
Whittier Education Campus

Attachment 8. 2019 Growing Healthy Schools Month Registration

School Name
Amidon-Bowen Elementary School
BASIS DC
Breakthrough Montessori Public Charter School
Brightwood Education Campus
Cleveland Elementary School
Eagle Public Charter School
EW Stokes Public Charter School
F.S. Key Elementary School
Hendley Elementary School
KIPP DC
Lee Montessori East End
Lee Montessori Public Charter School
Mann Elementary School
Maury Elementary School
Moten Elementary School
Mundo Verde
Raymond Education Campus
Rocketship Legacy Prep
School Without Walls at Francis Stevens
School Without Walls High School
Seaton Elementary School
Stoddert Elementary School
The SEED School of DC
Thurgood Marshall Academy
West Education Campus
Wheatley Education Campus

Attachment 9. Recommended School Garden Service Providers, Last Updated July 2020

If you are affiliated with a school looking to develop a new partnership with a garden-based organization, look no further! Below is a list of recommended service providers.

Does your organization support school gardens? Fill out our [DC School Garden Service Provider Survey](#). This list is updated annually.

				Services Offered																	
Recommended School Garden-Based Organization (in alphabetical order)	Description	Grades Served	Contact	Design	Construction	Materials	After school lessons and activities	Summer lessons	Training	Technical Assistance	Assessment and/or Evaluation	Field trips	Funding	Research and/ or Case Studies	Curriculum	Staffing Support	Garden	Community Engagement	Student Engagement	Compost Systems	Animals (Chickens, Bees)
21st Century School Fund	Promotes the improvement of urban public school facilities including school grounds. We look to enhance community accessible design that welcomes the full enjoyment of schoolyards, athletic facilities, and open space by students and school neighbors for recreation, physical exercise, and environmental education.	PreK-ADULT	Nancy Huvendick							1											

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<i>Anacostia Watershed Society</i>	Engages students in three-part service-learning programs that include classroom lessons, a boat trip on the Anacostia River, and a hands-on stewardship project. We work with each school to determine what stewardship project is appropriate. These projects range from wetland plantings in the marshes along the Anacostia, invasive plant removal in our local parks, or the construction of a garden at their school. We can help you create a Meaningful Watershed Educational Experience for your students.	PreK-12	<i>Ariel Trahan</i>						1		1								
<i>Arcadia Center for Sustainable Food & Agriculture</i>	Offers educational field trips at Arcadia Farm to complement school garden programs. Holds food and farm-based summer camp for kids ages 6-11. Scholarships are available.	K-12	<i>Ivy Mitchell</i>					1		1							1		1
<i>Beetbox</i>	Beetbox is a complete teaching solution in a box, providing 3 to 6-year-olds a robust STEAM curriculum that explores food from seed to table, and includes all materials, fresh	PreK- K	<i>Shazia Choudri</i>				1	1						1					

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	ingredients, and lesson plans. We use food as a vehicle to teach STEAM and connect children to natural foods. Our monthly box comes loaded with everything needed to teach a months' worth of lessons, including fresh produce so that teachers can do what they do best. Teach!																			
Casey Trees' School Tree Planting Program	Provides trees for schools. This includes support and expertise to schools leading up to, during, and after the tree planting through education, tree planting, and tree care. Interested schools must apply online with the help of Casey Trees' staff, schools can choose from shade, ornamental, and fruit trees, all free of charge. There is a five-tree minimum required for the program.	K-12	Dana Gresham			1			1	1										

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<i>City Blossoms</i>	Creates multi-year relationships with schools and learning centers through its program areas: Early Growers (ages 3-5), School Garden Partners (grades PreK-8th), Youth Entrepreneurship Cooperative/Mighty Greens (high school) to build and sustain kid-driven garden projects. Provides a menu of options for engagement including designs of low-impact and low-cost gardens, community workdays, consultation on garden-based curriculum, teacher training and support, and six-to-eight-week in-class workshops. The following components are also incorporated in each project: artistic expression, cultural connections (with some resources offered in Spanish), and cooking education.	PreK-12	<i>Tara McNerney</i>	1	1	1			1	1		1	1		1		1	1	1		
<i>Cultivate the City</i>	Builds urban edible gardens and farms to beautify our surroundings and produce as much food as possible in small spaces. Employs educators eager to work with teachers of all experience levels and helps growers young and old develop skills and access	PreK-12	<i>Niraj Ray</i>	1	1				1			1									

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	resources to start successful and sustainable farm operations.																			
<i>DC Department of General Services (DGS) / DCPS Recycles! Program</i>	Provides services, supplies, and support to all DCPS schools under the DCPS Recycles! program. The program includes the option to participate in organics (food waste) recycling in the cafeteria. DGS also provides technical assistance to charter schools. If your school is not recycling, please contact DGS for assistance. DGS provides teacher and educator resources related to recycling and composting and runs city-wide competitions for schools.	PreK-ADULT	<i>Brooke Hartman</i>						1	1										
<i>Department of Energy and the Environment (DOEE)</i>	RiverSmart Schools create outdoor classrooms with the dual function of reducing stormwater runoff. Conducts workshops (for at least 15 teachers) for the Project Learning Tree (PLT) curriculum. Participants become eligible for funding and additional resources through National PLT's GreenSchools! Program.	K-12	<i>P. Trinh Doan</i>	1	1				1	1			1							

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<i>DC Greens</i>	Provides multiple professional development opportunities for school garden coordinators and teachers, supports school garden markets, and school food initiatives.	K-12	<i>Sarah Holway</i>			1			1								1	1		
<i>DC Parks and Recreation- Urban Garden Program</i>	DPR has a variety of garden tools to borrow such as rototillers, hand tools, power tools, broad forks, and even a cider press through the Garden Tool Share Program . Also, the DPR Community Compost Cooperative Network uses new critter proof and smell proof compost bins to allow trained community members (schools included) to compost food scraps with garden waste to responsibly create high quality compost. DPR also runs an Urban Beekeeping Program .	ADULT	<i>Josh Singer</i>			1			1								1		1	1
<i>Dreaming Out Loud, Inc.</i>	All communities deserve equal access to fresh, healthy food choices. We envision a world in which individuals and communities are empowered to “dream out loud,” meaning they have the space to think, to imagine, and to will their innermost dreams into a vibrant reality.	5-8	<i>Christopher Bradshaw</i>	1					1	1			1							

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<i>FarmRaiser</i>	Connects local farms and food artisans to schools and organizations that are raising money for good causes. Students sell healthy, local products instead of junk food or products no one wants. Eight-five percent of every dollar raised stays in your community, and your school will keep a minimum of 45 percent of the sale	PreK-8	<i>Lauren Smith</i>							1			1					1			
<i>FoodCorps</i>	Places AmeriCorps service members at high need schools to teach students about healthy food through hands-on lessons (in the garden and the classroom); partner with food service workers to promote healthy food options and create a safe and inclusive cafeteria environment, and collaborate with communities to inspire a long-term culture of health. We partner with pre-K-8 schools (with the majority of our teaching time with k-5 grade classes) that are high-need (50 percent or more of the student population is eligible for free or reduced lunch).	K-5th	<i>Carina Gervacio</i>				1	1							1	1		1	1		

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				Services Offered																	
Recommend ed School Garden- Based Organization	Description	Grades Served	Contact	Design	Construction	Materials	After school lessons and activities	Summer lessons	Training	Technical Assistance	Assessment and/or Evaluation	Field trips	Funding	Research and/ or Case Studies	Curriculum	Staffing Support	Garden	Community Engagement	Student Engagement	Compost Systems	Animals (Chickens, Bees)
FRESHFARM Markets FoodPrints Program	Integrates gardening, cooking, and nutrition education into the curriculum into District schools .	PreK-6	Jennifer Mampara					1					1								
Kid Power	Works with classroom teachers to incorporate nutrition education into the classroom, after school, and summer programming. The VeggieTime program is an after school program that teaches students about nutrition, cooking, and growing their food in the school garden.	K-8	Alex Boyd				1	1					1								
Love & Carrots	Provides the full package - from consulting and design to garden installation and programming for all ages. We excel at teaching the teachers. We can also provide ad-hoc services. We are often brought into existing school gardens that have faltered for various reasons. We are looking to work with more schools and	Pre K-ADULT	Meredith Sheperd	1	1	1	1	1	1	1	1				1	1	1	1	1	1	1

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	community gardens of any kind. New builds are great, but not necessary. We are looking to work with schools looking for routine programming as opposed to one-time classes.																			
<i>Native Meadows</i>	Assist with all aspects of meadow garden creation, sourcing of materials, assistance with the development of educational pieces relevant to meadow ecosystems.	PreK-ADULT	<i>Owen Williams</i>	1	1	1			1	1	1			1		1	1			
<i>Natural Partners / Monarch Sister Schools Program (MSSP)</i>	Involves students in "habitat restoration" for the Monarch butterfly. Students are responsible for planting and maintaining Monarch Habitat Gardens on the schoolyard. Helps schools organize Garden Clubs.	PreK-12	<i>William Dent</i>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1
<i>Oasis Community Partners</i>	Integrate diet, health, and nutrition education into the classroom curricula. Using the school garden, other urban ag growing sites, and grocery stores, Oasis offers practical math, plant science, and food systems lessons in a variety of settings. Oasis can also offer garden market fundraising days, job training, education and workforce development for adults, and inter-	PreK-8	<i>Philip Sambol</i>	1	1	1	1	1	1	1		1			1		1	1	1	

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	generational learning opportunities with seniors.																			
<i>Out Teach</i>	Builds learning gardens, trains teachers through a multi-year training program and one-on-one training with teachers to use school gardens to teach standards-based instruction.	PreK-12	<i>Leigh Cleaver</i>	1	1	1			1	1									1	
<i>Office of the State Superintendent of Education-Environmental Literacy Program</i>	Training in Project Learning Tree curriculum, training in DCPS elementary science cornerstones (Engineering is Elementary units), training on local watershed/Chesapeake Bay and Meaningful Watershed Educational Experiences, assistance with US Green Ribbon Schools applications, and bus transportation assistance for environmental field experiences.	PreK-ADULT	<i>Grace Manubay</i>						1	1			1							
<i>Office of the State Superintendent of Education-Farm to School Program</i>	Provides funds for Farm Field Trips which are a fun and exciting way for District students to experience hands-on the ins and out of growing food.	PreK-12	<i>Beth Hanna</i>				1	1	1	1		1	1	1	1					

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	Trips cover a variety of topics including, but not limited to, biology, history, food systems, and living a healthy lifestyle. Curricular resources are also available.																			
<i>Office of the State Superintendent of Education-School Gardens Program</i>	Assists schools in building and maintaining school gardens and provides training and technical assistance to teachers in utilizing school gardens while overseeing the administration of the DC School Garden Grant .	PreK-12	<i>Sam Ullery</i>						1	1	1		1	1	1					
<i>Rent-a-Coop</i>	Rents hens and a mobile chicken coop for four weeks to six months at a time to schools. We provide everything you need plus training and educational materials. We deliver and pick-up to schools.	PreK-12	<i>Tyler Phillips</i>			1				1										
<i>Rooftop Roots</i>	Utilizes an urban environment to design, build, and maintain vegetable gardens and native landscapes, which we use as vehicles to teach sustainability education to all ages and increase access to fresh fruits and vegetables.	PreK-12	<i>Thomas Schneider</i>	1	1	1	1	1	1				1			1				1

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<i>SunCatcher Passive Solar Greenhouses</i>	Available to help school gardens by providing energy-efficient greenhouse designs and consulting for year-round growing.	PreK-ADULT	<i>Shannon Carroll</i>	1					1	1											
<i>The Green Scheme</i>	Implements its Code Green urban agriculture and community garden model in the selected sites to engage the students around health and environmental topics. Initiates gardening centered learning sessions weekly. At least 50 percent of learning time will be conducted in the gardens. The Green Scheme will incorporate topic-based workshops into the gardening centered learning session.	3-ADULT	<i>Ronnie Webb</i>		1		1	1	1	1	1			1	1	1	1				
<i>University of the District of Columbia 4H Program</i>	The Center for 4-H and Youth Development of the College of Agriculture, Urban Sustainability and Environmental Sciences of the University of the District of Columbia seeks to engage youth in experiential opportunities with caring adults that allow them to acquire knowledge, develop life skills, and form attitudes that will	PreK-12	<i>Rebecca Bankhead</i>																		

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	enable them to become self-directing, stewards of positive change in their communities and the world.																			
<i>University of the District of Columbia Master Gardener Program</i>	Teaches all aspects of gardening including soil sampling and interpretation, design, plant selection, and disease and insect detection. Open to teachers, and garden coordinators.	PreK-12	<i>Sandy Farber</i>					1	1											
<i>Veteran Compost</i>	We have organic compost, worm castings, potting mix, raised bed mix, microgreen mix, and seed starter available in bagged and bulk form. We offer product pickup in DC as well as delivery.	PreK-ADULT	<i>Justen Garrity</i>			1												1		
<i>Washington Youth Garden (WYG)</i>	Works intensively with a select group of partner schools, teaching garden-based curriculum and installing and maintaining school gardens. Supports schools with their school garden through assisting with the development of school garden teams, facilitating teacher training, and co-hosting community events.	3-6	<i>Brianne Studer</i>	1		1		1	1	1		1								

Attachment 10. School Garden Advisory Committee Members, 2018-19 and 2019-20 School Years

Name	Organization
Amy Bachman	DC Central Kitchen
Ariel Trahan	Anacostia Watershed Society
Audrey Williams	Public Charter School Board
Barbara Percival	Watkins Elementary School
Carina Gervacio	Food Corps
Christopher Bradshaw	Dreaming Out Loud
Evan Dintaman	REAL School Gardens
Grace Manubay	OSSE
Ibti Vincent	Slow Food DC
Jennifer Mampara	FRESHFarm Markets
Josh Singer	Department of Parks and Recreation
Kaifa Anderson-Hall	Community Member
Kamili Anderson	DC State Board of Education
Katie Nash	DC Central Kitchen
Lea Howe	DC Greens
Lola Bloom	DC Bilingual PCS
Marjorie Share	Creative Solutions
Nadia Mercer	Washington Youth Garden
Nancy Huvendick	21st Century School Fund
Patricia Doan	District Department of the Environment
Rebecca Davis	D.C. Environmental Education Coalition
Rebecca Lemos	City Blossoms
Ronnie Webb	The Green Scheme
Sally Parker	DCPS
Sandra Farber	University of the District of Columbia
Sarah Benardi	DC Greens
Susan Boyd	Concern International

Attachment 11. Active School Gardens, 2018-19 School Year

School Code	District/LEA Name	School Name
301	District of Columbia Public Schools	Amidon Bowen ES
478	District of Columbia Public Schools	Anacostia HS
299	District of Columbia Public Schools	Bancroft ES
300	District of Columbia Public Schools	Barnard ES*
316	District of Columbia Public Schools	Beers ES
302	District of Columbia Public Schools	Benjamin Banneker HS
436	Breakthrough Montessori PCS	Breakthrough Montessori PCS*
459	Bridges PCS	Bridges PCS
305	District of Columbia Public Schools	Brightwood EC
307	District of Columbia Public Schools	Browne EC*
175	District of Columbia Public Schools	Bruce Monroe ES at Park View
409	District of Columbia Public Schools	Burroughs EC
466	District of Columbia Public Schools	Burrville ES
309	Capital City PCS	Capital City High School PCS
313	Capital City PCS	Capital City Lower PCS
315	Capital City PCS	Capital City Middle School PCS
322	District of Columbia Public Schools	Capitol Hill Montessori School at Logan
427	District of Columbia Public Schools	Cardozo EC
319	Cedar Tree Academy Public Charter School	Cedar Tree Academy PCS
321	Center City Public Charter Schools	Center City Brightwood Campus PCS
428	Center City Public Charter Schools	Center City Trinidad Campus PCS
324	District of Columbia Public Schools	Cleveland ES
325	District of Columbia Public Schools	Columbia Heights EC (CHEC)
326	Creative Minds PCS	Creative Minds International PCS
327	DC Bilingual PCS	D C Bilingual PCS
328	DC Scholar PCS	DC Scholars PCS*
329	District of Columbia International School	District of Columbia International School*
330	E.L. Haynes PCS PCS116	E.L. Haynes PCS-Middle School
331	E.L. Haynes PCS PCS116	E.L. Haynes PCS-Elementary School
332	Eagle Academy PCS	Eagle Academy PCS Congress Heights
333	District of Columbia Public Schools	Eastern HS
336	District of Columbia Public Schools	Eaton ES
335	District of Columbia Public Schools	Eliot Hine MS
338	District of Columbia Public Schools	Ellington School of the Arts*
463	Elsie Whitlow Stokes	Elsie Whitlow Stokes Community Freedom PCS - Brookland

464	District of Columbia Public Schools	Excel Academy
146	Friendship PCS	Friendship PCS Armstrong*
1206	Friendship PCS	Friendship PCS Online*
1138	Friendship PCS	Friendship PCS Technology Preparatory High*
1125	Friendship PCS	Friendship PCS Technology Preparatory Middle*
195	Friendship PCS	Friendship PCS Woodridge Elementary
138	Friendship PCS	Friendship PCS Woodridge Middle
159	District of Columbia Public Schools	H D Cooke ES
1059	District of Columbia Public Schools	Hart MS*
1057	District of Columbia Public Schools	Hendley ES
269	IDEA: Integrated Design & Electronic Academy PCS	IDEA PCS
361	Inspired Teaching PCS	Inspired Teaching Demonstration PCS
362	District of Columbia Public Schools	J O Wilson ES
363	District of Columbia Public Schools	Janney ES
364	District of Columbia Public Schools	Kelly Miller MS
268	District of Columbia Public Schools	Ketcham ES
113	District of Columbia Public Schools	Key ES
1164	District of Columbia Public Schools	Kimball ES
1124	District of Columbia Public Schools	King, M L ES
365	KIPP DC	KIPP DC PCS Connect Academy
366	KIPP DC	KIPP DC PCS Heights Academy
186	KIPP DC	KIPP DC PCS Northeast Academy
245	KIPP DC	KIPP DC PCS Spring Academy
131	District of Columbia Public Schools	Lafayette ES
114	District of Columbia Public Schools	Langley EC
115	District of Columbia Public Schools	LaSalle Backus EC
163	District of Columbia Public Schools	Leckie ES
134	Lee Montessori	Lee Montessori PCS*
200	District of Columbia Public Schools	Ludlow Taylor ES
3064	District of Columbia Public Schools	Mann ES
267	District of Columbia Public Schools	Marie Reed ES
116	Mary McLeod Bethune PCS	Mary McLeod Bethune Day Academy PCS
236	District of Columbia Public Schools	Maury ES
1123	District of Columbia Public Schools	McKinley Technology HS
209	Meridian PCS	Meridian PCS*
1122	District of Columbia Public Schools	Miner ES
1129	Monument Academy PCS	Monument Academy*
3071	Mundo Verde PCS	Mundo Verde Bilingual PCS
189	District of Columbia Public Schools	Murch ES
190	District of Columbia Public Schools	Nalle ES

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132	District of Columbia Public Schools	Patterson ES
242	District of Columbia Public Schools	Payne ES*
1121	District of Columbia Public Schools	Peabody ES (Capitol Hill Cluster)
237	Perry Street Preparatory PCS	Perry Street Prep PCS
214	District of Columbia Public Schools	Powell ES
243	District of Columbia Public Schools	Randle Highlands ES
121	Roots PCS	Roots PCS*
193	District of Columbia Public Schools	Ross ES*
228	District of Columbia Public Schools	School Within School @ Goding
135	District of Columbia Public Schools	School Without Walls at Francis Stevens
165	District of Columbia Public Schools	Seaton ES
260	SEED PCS	SEED PCS of Washington DC
3065	Shining Stars Montessori PCS	Shining Stars Montessori Academy PCS*
1120	District of Columbia Public Schools	Simon ES
222	District of Columbia Public Schools	Smothers ES
170	Somerset Preparatory PCS	Somerset Preparatory Academy PCS*
161	District of Columbia Public Schools	Sousa MS
3067	District of Columbia Public Schools	Stanton ES
1016	District of Columbia Public Schools	Stoddert ES
286	District of Columbia Public Schools	Stuart Hobson MS (Capitol Hill Cluster)*
173	District of Columbia Public Schools	Thomson ES
174	Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS
197	District of Columbia Public Schools	Tubman ES
3066	District of Columbia Public Schools	Turner ES
187	Two Rivers PCS	Two Rivers PCS 4th Street*
1037	Two Rivers PCS	Two Rivers PCS-Young
255	District of Columbia Public Schools	Tyler ES
191	District of Columbia Public Schools	Van Ness ES
198	Washington Latin PCS	Washington Latin PCS - Middle School
270	Washington Latin PCS	Washington Latin PCS - Upper School
263	Washington Yu Ying PCS	Washington Yu Ying PCS
125	District of Columbia Public Schools	Watkins ES Capitol Hill Cluster
1118	District of Columbia Public Schools	West EC
283	District of Columbia Public Schools	Whittier EC
1117	District of Columbia Public Schools	Wilson HS

*Indicates newly established school gardens during the 2018-19 school year.

Attachment 12. Active School Gardens, 2019-20 School Year

School Code	District/LEA Name	School Name
203	District of Columbia Public Schools	Amidon-Bowen Elementary School
204	District of Columbia Public Schools	Bancroft Elementary School
205	District of Columbia Public Schools	Barnard Elementary School
206	District of Columbia Public Schools	Beers Elementary School
402	District of Columbia Public Schools	Benjamin Banneker High School
212	District of Columbia Public Schools	Brent Elementary School*
142	Bridges PCS	Bridges PCS
213	District of Columbia Public Schools	Brightwood Education Campus
220	District of Columbia Public Schools	Burroughs Elementary School
221	District of Columbia Public Schools	Burrville Elementary School
247	District of Columbia Public Schools	C.W. Harris Elementary School*
1207	Capital City PCS	Capital City PCS - High School
184	Capital City PCS	Capital City PCS - Lower School
182	Capital City PCS	Capital City PCS - Middle School
360	District of Columbia Public Schools	Capitol Hill Montessori School @ Logan
454	District of Columbia Public Schools	Cardozo Education Campus
188	Cedar Tree Academy PCS	Cedar Tree Academy PCS
1103	Center City PCS	Center City PCS - Brightwood
1108	Center City PCS	Center City PCS - Trinidad
224	District of Columbia Public Schools	Cleveland Elementary School
442	District of Columbia Public Schools	Columbia Heights Education Campus
3069	Creative Minds International PCS	Creative Minds International PCS
199	DC Bilingual PCS	DC Bilingual PCS
3070	DC Scholars PCS	DC Scholars PCS
248	District of Columbia International School	District of Columbia International School
1206	E.L. Haynes PCS	E.L. Haynes PCS - Elementary School
195	Eagle Academy PCS	Eagle Academy PCS - Congress Heights
457	District of Columbia Public Schools	Eastern High School
232	District of Columbia Public Schools	Eaton Elementary School
159	Elsie Whitlow Stokes Community Freedom PCS	Elsie Whitlow Stokes Community Freedom PCS - Brookland
1059	Elsie Whitlow Stokes Community Freedom PCS	Elsie Whitlow Stokes Community Freedom PCS - East End*
318	District of Columbia Public Schools	Excel Academy
269	Friendship PCS	Friendship PCS - Armstrong Elementary*

1140	Friendship PCS	Friendship PCS - Armstrong Middle
186	Friendship PCS	Friendship PCS - Collegiate Academy*
268	Friendship PCS	Friendship PCS - Online
1057	Friendship PCS	Friendship PCS - Southeast Middle School*
1164	Friendship PCS	Friendship PCS - Technology Preparatory High School
1124	Friendship PCS	Friendship PCS - Technology Preparatory Middle School
365	Friendship PCS	Friendship PCS - Woodridge Elementary School
366	Friendship PCS	Friendship PCS - Woodridge Middle School
239	District of Columbia Public Schools	Garrison Elementary School*
227	District of Columbia Public Schools	H.D. Cooke Elementary School
246	District of Columbia Public Schools	Hardy Middle School*
413	District of Columbia Public Schools	Hart Middle School
249	District of Columbia Public Schools	Hendley Elementary School
131	Hope Community PCS	Hope Community PCS – Lamond*
163	IDEA PCS	IDEA PCS
3064	Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS
339	District of Columbia Public Schools	J.O. Wilson Elementary School
254	District of Columbia Public Schools	Janney Elementary School
421	District of Columbia Public Schools	Kelly Miller Middle School
257	District of Columbia Public Schools	Ketcham Elementary School
272	District of Columbia Public Schools	Key Elementary School
259	District of Columbia Public Schools	Kimball Elementary School
344	District of Columbia Public Schools	King Elementary School
209	KIPP DC PCS	KIPP DC - Connect Academy PCS
3071	KIPP DC PCS	KIPP DC - Heights Academy PCS
190	KIPP DC PCS	KIPP DC - Lead Academy PCS*
214	KIPP DC PCS	KIPP DC - Spring Academy PCS
261	District of Columbia Public Schools	Lafayette Elementary School
370	District of Columbia Public Schools	Langley Elementary School
264	District of Columbia Public Schools	LaSalle-Backus Education Campus
266	District of Columbia Public Schools	Leckie Education Campus
228	Lee Montessori PCS	Lee Montessori PCS - Brookland
1141	Lee Montessori PCS	Lee Montessori PCS - East End*
271	District of Columbia Public Schools	Ludlow-Taylor Elementary School
308	District of Columbia Public Schools	Malcolm X Elementary School @ Green*
273	District of Columbia Public Schools	Mann Elementary School
284	District of Columbia Public Schools	Marie Reed Elementary School
135	Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy PCS
101	Maya Angelou PCS	Maya Angelou PCS - High School*

165	Meridian PCS	Meridian PCS
280	District of Columbia Public Schools	Miner Elementary School
260	Monument Academy PCS	Monument Academy PCS
3065	Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS
1088	Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS - 4401 8th Street NE Campus*
287	District of Columbia Public Schools	Murch Elementary School
288	District of Columbia Public Schools	Nalle Elementary School
294	District of Columbia Public Schools	Patterson Elementary School
295	District of Columbia Public Schools	Payne Elementary School
301	District of Columbia Public Schools	Peabody Elementary School (Capitol Hill Cluster)
161	Perry Street Preparatory PCS	Perry Street Preparatory PCS
300	District of Columbia Public Schools	Powell Elementary School
316	District of Columbia Public Schools	Randle Highlands Elementary School
409	District of Columbia Public Schools	School Without Walls @ Francis-Stevens
175	District of Columbia Public Schools	School-Within-School @ Goding
309	District of Columbia Public Schools	Seaton Elementary School
197	Sela PCS	Sela PCS*
3066	Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy PCS
315	District of Columbia Public Schools	Simon Elementary School
427	District of Columbia Public Schools	Sousa Middle School
1047	St. Coletta Special Education PCS	St. Coletta Special Education PCS*
319	District of Columbia Public Schools	Stanton Elementary School
321	District of Columbia Public Schools	Stoddert Elementary School
428	District of Columbia Public Schools	Stuart-Hobson Middle School (Capitol Hill Cluster)
326	District of Columbia Public Schools	Thomson Elementary School
191	Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS
327	District of Columbia Public Schools	Truesdell Education Campus*
328	District of Columbia Public Schools	Tubman Elementary School
329	District of Columbia Public Schools	Turner Elementary School
270	Two Rivers PCS	Two Rivers PCS - Young
330	District of Columbia Public Schools	Tyler Elementary School
331	District of Columbia Public Schools	Van Ness Elementary School
125	Washington Latin PCS	Washington Latin PCS - Middle School
1118	Washington Latin PCS	Washington Latin PCS - Upper School
1117	Washington Yu Ying PCS	Washington Yu Ying PCS
333	District of Columbia Public Schools	Watkins Elementary School (Capitol Hill Cluster)
336	District of Columbia Public Schools	West Education Campus
463	District of Columbia Public Schools	Woodrow Wilson High School

*Indicates newly established school gardens during the 2019-20 school year.

Attachment 13. School Garden Assessment Data

Schools that indicate that they have a school garden on the School Health Profile are sent a link to the School Garden Assessment.⁴¹ The School Garden Assessment is the primary tool used by the OSSE School Gardens Program for collecting data about the quality of school gardens. The tool assesses school gardens in four categories: design, systems, program organization, and instruction. OSSE provides assessment data back to schools through a comprehensive report. The data collected are used to communicate best practices, determine the greatest areas of need, track aggregated progress over multiple school years, inform training content, and identify technical assistance needs.

Category	Indicator	SY 12-13 n= 24	SY 13-14 n=26	SY 14-15 n=25	SY 15-16 n=21	SY 16-17 n=45	SY 17-18 n=55	SY 18-19* n= 23	SY 19-20* n=33
Design	Overall	74%	89%	70%	63%	71%	68%	74%	68%
	Walkways	65%	65%	61%	79%	77%	70%	74%	75%
	Seating	65%	67%	54%	53%	57%	52%	69%	69%
	Signage	46%	67%	57%	35%	48%	45%	47%	52%
	Meeting Area	72%	78%	66%	56%	69%	58%	67%	61%
	Tool Storage	84%	79%	72%	65%	81%	77%	77%	71%
	Security Features	83%	98%	85%	71%	86%	78%	84%	80%
	Accessibility	87%	94%	77%	78%	83%	80%	86%	83%
Systems	Overall	72%	81%	65%	65%	71%	67%	69%	64%
	Soil	67%	92%	68%	69%	70%	68%	67%	57%
	Biologic	75%	88%	74%	79%	85%	81%	82%	72%
	Pest and Disease Management	75%	91%	81%	70%	79%	77%	76%	72%
	Wildlife	74%	77%	63%	65%	76%	77%	73%	77%

⁴¹ Please note: As previously reported in this report, the School Garden Assessment has a lower response rate than the School Garden Registration and the School Health Profiles. These results may not represent generalizable conclusions.

	Water	71%	88%	73%	72%	74%	75%	71%	72%
	Compost	51%	62%	44%	44%	51%	35%	56%	46%
	Community Participation	53%	75%	59%	54%	60%	58%	64%	57%
Program Organization	Overall	72%	80%	71%	59%	72%	61%	70%	61%
	Vision Statement	65%	74%	66%	74%	79%	65%	74%	65%
	Funding	69%	76%	70%	59%	73%	63%	61%	67%
	Institutional Support	84%	85%	80%	71%	85%	70%	83%	78%
	Garden Coordinator	73%	94%	89%	51%	82%	68%	80%	64%
	Garden Committee	40%	78%	65%	41%	48%	39%	62%	46%
	Student Involvement	71%	63%	50%	65%	75%	55%	71%	60%
	Maintenance Plan	69%	85%	67%	52%	65%	58%	58%	46%
Instruction	Overall	59%	70%	63%	59%	74%	61%	71%	64%
	Curriculum and Instruction	54%	73%	67%	27%	77%	58%	72%	59%
	Teacher Involvement	44%	62%	60%	52%	64%	49%	63%	57%
	Student Impact	69%	75%	62%	73%	82%	77%	77%	77%

Note: If an individual school campus submitted multiple assessments for any one school year, only the most recent assessment data were used in calculations.

*Beginning with the 2018-19 school year, data are only reported for schools that indicated that they have a school garden on their School Health Profile.

Attachment 14. Recommended Curricula Resources for School Gardens

Audience	Curriculum Description	Subject	Cost/ No Cost
K-4	Botany on Your Plate Introduces the world of plants through foods we eat. Children explore edible roots, stems, leaves, flowers, fruits, and seeds through observation, dissection, journaling, discussion of findings, and, of course, tasting! Supports standards in nutrition, math, language arts, and social studies. Every lesson includes plant snacks that spark curiosity, interesting questions, and social dialogue to fuel the learning process.	nutrition math ELA social studies	Cost
6-8	In Defense of Food is designed to help adolescents develop something valuable: practical tools for healthier eating. It helps students learn why it is important to eat healthfully, investigate how food companies influence their food choices, and create action plans for changing their eating habits. They become motivated to eat real food, and excited to share what they've learned with their family, friends, and community.	nutrition	No Cost
6-8	Choice, Control & Change Students engage in hands-on investigations of "dynamic equilibrium" — energy intake and expenditure. They explore food preference, their food environment, lifestyle-related diseases, and more. Students examine their personal food choices and use scientific reasoning to analyze what they find out. Finally, they apply what they have learned by making personal decisions related to their diet, physical activity, and overall health.	nutrition science	Cost
9-12	Composting in the Classroom Provides high school science teachers with the background needed to engage students in research focusing on composting. Includes ideas that students could develop into exploratory and controlled experimental research and technological design projects.	STEM	No Cost
K-12	Dig Art! Cultivating Creativity in the Garden For educators working with youth that integrates gardening with the arts. The arts activities in this guide will help to teach ecological literacy and inspire new enthusiasm for garden-based learning. Dig Art! supports youth to creatively express themselves and their garden experiences through creative projects.	art health	No Cost
5-6	Dig In! Standards-Based Nutrition Education from the Ground Up Explore a world of possibilities in the garden and on your plate using ten inquiry-based lessons that engage 5th and 6th graders in growing, harvesting, tasting, and	nutrition	No Cost

	learning about fruits and vegetables. More information is also available at Dig In! At Home Parent Booklet and Dig In! Posters.		
1-6	Five Minute Field Trips These are the “classics” of environmental education, over 30 activities ranging from just 5 minutes to an hour. These activities are easily adapted to be most relevant to students.	environment	No Cost
5-12	French Fries and the Food System Provides kids from varied backgrounds a fertile environment to develop an appreciation for the links between farming and food systems. Seasonal lessons range from practical, hands-on activities to social and economic aspects of the food cycle. The lessons and activities are organized by seasons. This book is an excellent resource for classroom and community educators!	science social studies	Cost
3-4	The Great Garden Detective Adventure: Discover what fruits and vegetables are sweetest, crunchiest, and juiciest through a series of investigations and fun experiences connecting the school garden to the classroom, school cafeteria, and home. This eleven-lesson curriculum for grades 3-4 includes bulletin board materials, veggie dice, fruit and vegetable flash cards, and ten issues of Garden Detective News for parents/caregivers.	nutrition	No Cost
Pre-K to12	Green Schoolyards America Activity Guides Are you looking for ideas about how to bring students outside at school? The free, downloadable Activity Guides including Living Schoolyard Activity Guide - California Edition, Midwest Edition, and the International School Grounds Month Activity Guide include 147 hands-on activities written by 123 organizations. They include activities that are directly tied to age appropriate curricula, as well as ideas to enliven recess and increase community engagement.	art recreation health environment nutrition science	No Cost
2-6	The Growing Classroom Contains 480 pages of science, math, language arts, and nutrition activities that you can do with your students in the garden. A searchable online database cross-maps each activity to Next Generation Science and Common Core Math and English Language Arts Standards. Lesson topics include soil, plants, cycles, ecology, weather, nutrition, and food systems. Also includes team-building and sensory exploration activities, organic gardening skills, and information on how to create and sustain a successful school garden program.	science nutrition ELA math	Cost
1-5	Growing Healthy Habits Curriculum This curriculum contains nine chapters for teaching and demonstrating nutrition education to youth. It includes garden-based lessons and be used effectively without a garden.	ELA science health	No Cost

4-8	LiFE Series Curriculum Set This set of three inquiry-based curricula engages students in hands-on investigations of our complex food system and how to use scientific evidence to make healthy food and activity choices. Growing Food; Farm to Table & Beyond; and Choice, Control & Change were developed by educators at Teachers College Columbia University, and are based on years of research. Although the modules are ideally used in consecutive years, each is a strong, stand-alone curriculum.	science	Cost
K-8	Math in the Garden Uses a mathematical lens to take children on an education-filled exploration of the garden. Dozens of hands-on activities hone math skills and promote inquiry, language arts, and nutrition. All were developed to support mathematics and science standards and were extensively trial-tested by educators and youth leaders nationwide.	math	Cost
6-8	Nourish Middle School Curriculum Guide Offers a rich set of resources to open a meaningful conversation about food and sustainability. Beautifully designed and brimming with big ideas, the materials contain a viewing guide, six learning activities, action projects, student handouts, bibliography, and glossary.	science health ELA	Cost
PreK	Our First Harvest : A bilingual year-round garden-based early childhood curriculum consisting of 30 lessons plus all kinds of resources and helpful hints. Fun and playful, this book is designed to work for learning centers just starting to explore gardening to schools with established green spaces.	nutrition	Cost
K-8	Plant It, Grow It, Eat It!; Healthy Habits Take Root This resource will help students plant and tend their own fruit and vegetable garden. Raise students' awareness of where foods come from, and increase preferences for fruits and vegetables.	nutrition	No Cost
K-8	PLT curriculum resources in the classrooms helps today's educators teach tomorrow's decision makers about the environment. The goal is to teach students how to think, not what to think about the environment. Contact Grace Manubay at grace.manubay@dc.gov for information on professional development (PD)	science social studies environment	No Cost with PD
K-8	Restoring Our Own Trees Through Service Provide teachers and students with methods to connect with their schoolyard environment. ROOTS utilizes familiar academic disciplines, such as math, reading, and science, to encourage teachers and students to use their backyard forest as their outdoor classroom.	science math	No Cost
K-12	Slow Food USA School Garden Curriculum Slow Food USA is currently developing their Good, Clean and Fair School Garden Curriculum. "Good" means enjoying the pleasures of	nutrition	No Cost

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	healthy and delicious food, "Clean" is gardening for sustainability, and "Fair" indicates producing food that respects economic and social justice. The Good and Clean curriculums are now available.		
9-12	FoodSpan provides high school students with a deep understanding of critical food system issues, empowers them to make healthy and responsible food choices, and encourages them to become advocates for food system change.	nutrition environment	No Cost

Attachment 15. School Garden Safety Checklist

GARDEN SAFETY CHECKLIST

Office of the State Superintendent of Education
School Garden and Farm to School Program

	Item #	ITEMS	YES	NO	N/A
Site Selection	1	Obtain historical information of the planned/ existing garden site and test the soil for toxins such as arsenic and lead.			
	2	Site garden away from hazards such as garbage, water run-off, flood zones and utilities.			
	3	Contact "Miss Utility" (1-800-257-7777) before digging in the soil.			
Soil & Compost	4	Compost bins are well maintained and prevent pests.			
	5	Compost collection station is staffed and monitored by an adult or a trained student.			
	6	Only properly treated, commercially-prepared manure is used. Soil testing is done every three years.			
	7	Label instructions for soils, compost, and fertilizers are followed. Fertilizers are only applied by adults.			
Food Handling & Preparation	8	Containers used to transport harvested items are food-grade, properly cleaned, and in good condition.			
	9	Persons who are currently ill or are known to be contagious are prevented from working in the garden or handling any food.			
	10	All persons have access to restrooms (with potable hot running water/soap/paper towels).			
	11	Proper personal hygiene practices are in place. All persons wash hands before harvesting food for public.			
	12	USDA "Best Practices for Handling Fresh Produce in Schools" procedures are being followed for items destined for consumption.			
Water & Irrigation	13	Harvested items are labeled and properly stored prior to use in cafeteria or otherwise consumed.			
	14	Gray water, waste water, and/or runoff water from surfaces that may contain toxins is not used to water edibles or wash produce.			
	15	Rainwater is collected from a roof with appropriate roofing material and stored in a food grade container.			
	16	Storage tanks such as cisterns or rain barrels are properly cleaned and flushed.			
Garden Design	17	Backflow prevention devices are installed as part of the irrigation system.			
	18	Non-toxic, non-leaching materials are used for edible garden beds.			
	19	Clear signage is provided regarding proper garden procedures such as composting, hand washing, and tool use.			
Tools	20	Only non-allergenic and non-toxic plants are used.			
	21	Tools and utensils are properly cleaned and sanitized.			
	22	Tools are properly stored and locked. Tools not suited for children such as sharp tools should be out of reach and closely monitored.			
Animals and Pests	23	Integrated Pest Management policies and procedures are followed.			
	24	Hands are washed with soap and water after being in an animal area and going back into the produce production area.			
	25	Animals are humanely housed in an enclosed area down-slope from the produce production area and are kept out of growing areas at all times.			
	26	There is no evidence of abuse from domestic and/or wild animals.			
Health	27	Bees are placed in a low traffic section of the garden that receives excellent sunlight.			
	28	A well-stocked first aid kit is readily available in the garden.			
	29	All persons are wearing closed-toed shoes, and are encouraged to wear appropriate clothing to protect themselves from sun, cold, and heat.			

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MURIEL BOWSER, MAYOR

Attachment 16. School Garden Grant Funds, by School Campus

School Name	Ward	Fiscal Year 2019	Fiscal Year 2020
Bridges PCS	4	\$35,000	
Capital City PCS - High School	4		\$11,666
Capital City PCS - Lower School	4		\$11,666
Capital City PCS - Middle School	4		\$11,666
Cardozo Education Campus	1	\$17,500	
Center City PCS-Trinidad Campus	5	\$7,830	
Columbia Heights Education Campus	1		\$35,000
E.L. Haynes PCS Kansas Avenue - Elementary School	4		\$35,000
Eagle Academy PCS	8	\$35,000	
Eastern High School	6	\$17,500	
Friendship PCS - Armstrong Elementary	5		\$35,000
Garrison Elementary School	2		\$27,105
Hendley Elementary School	8	\$7,830	
Hope Community PCS - Lamond	4	\$35,000	
J.O. Wilson Elementary School	6	\$35,000	
Kelly Miller Middle School	7	\$34,984	
Leckie Elementary School	8	\$34,743.34	
Lee Montessori PCS- Brookland Campus	5		\$17,500
Lee Montessori PCS- East End Campus	8		\$17,500
Malcolm X Elementary School	8	\$35,000	
Martin Luther King Elementary School	8		\$28,060
Meridian PCS	1	\$8,219.99	
Peabody Elementary School	6	\$17,500	
Stanton	8		\$35,000
Stoddert Elementary School	3		\$34,780
Watkins Elementary School	6	\$17,500	
TOTAL		\$338,607.33	\$299,943

Attachment 17. Schools that Did Not Complete the Mandatory School Health Profiles

All District public and public charter schools are required to annually complete the School Health Profile. In the 2018-19 and 2019-20 school years, 216 District schools completed the School Health Profile.

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

Participation Rates:

2019: 99.6%

2020: 98.2%

Schools that did not complete the School Health Profile:

2019:

- Center City PCS Shaw Campus

2020:

- Center City PCS Capitol Hill Campus
- Digital Pioneers
- Roots PCS
- National Collegiate Preparatory PCS

Attachment 18. School Health Profile Data 2019 and 2020 Results, All K-12 Schools

All data presented below was self-reported by the school principal or school designee.

Section 1: School Profile

- N/A

Section 2: Health Services

- Nursing and/or allied health professional coverage in schools:

Year	Percentage of Schools with Nursing and/or Allied Health Professional Coverage
2019	93%
2020	95%

- Clinical staff coverage in schools:

Clinical Staff Coverage	2019	2020
Licensed Independent Clinical Social Worker (LICSW) full-time	86%	84%
Licensed Independent Clinical Social Worker (LICSW) part-time	21%	22%
Licensed Graduate Social Worker (LGSW) full time**	N/A	53%
Licensed Graduate Social Worker (LGSW) part time**	N/A	4%
Licensed Professional Counselor (LPC) full time	86%	69%
Licensed Professional Counselor (LPC) part time	21%	11%
Licensed Graduate Professional Counselor (LGPC) full time**	N/A	29%
Licensed Graduate Professional Counselor (LGPC) part time**	N/A	4%
Psychologist full-time	75%	71%
Psychologist part-time	28%	34%
Psychiatrist full-time	0%	9%
Psychiatrist part-time	35%	17%

- Schools reported offering various health services for students in schools:

Type(s) of Health Services Offered to Students*	2019	2020
Vision screenings**	N/A	90%
Hearing screenings**	N/A	83%
Access and/or referrals to medical providers through a systematic process	82%	75%
Prevention materials and resources for chronic diseases (diabetes, obesity, asthma, etc.)	82%	75%
Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)	68%	64%
Prevention materials and resources for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)	29%	58%
Oral health services (screening, cleaning, counseling, etc.)**	N/A	37%
Screening, testing, and/or treatment for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)	11%	7%

- Schools reported offering various health and wellness education for parents:

Health and Wellness Education for Parents	2019	2020
Mental health education	44%	47%
Personal health education	29%	33%
Health risks related education	30%	23%
Physical activity education	21%	21%

- Schools reported offering various staff wellness initiatives:

Staff Wellness Initiatives*	2019	2020
Opportunities of self-care during the day (wellness rooms, lactation rooms, welcoming break rooms, etc.)	75%	82%
Staff wellness retreats for positive self-care skills (yoga, meditation, stress management, etc.)	46%	38%
Trauma informed self-care training (e.g. vicarious trauma training)	29%	38%

Section 3: Health Education Instruction

- 77% of schools had one or more instructors that taught both physical education and health education in years 2019 and 2020.
- Average Health Education minutes reported:

Grades	2019	2020
K-5	63	66
6-8	117	100

- Median Health Education minutes reported:

Grades	2019	2020
K-5	45	50
6-8	90	90

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

Grades	HSA Requirement: Average Minutes/Week	2019	2020
K-5	75	30%	39%
6-8	75	60%	58%

Section 4: Physical Education Instruction

- Average Physical Education minutes reported:

Grades	2019	2020
K-5	86	104
6-8	144	151

- Median Physical Education minutes reported:

Grades	2019	2020
K-5	60	90
6-8	135	135

- Average Physical Activity minutes reported within Physical Education:

Grades	2019	2020
K-5	83	94
6-8	120	120

- Median Physical Activity minutes reported within Physical Education:

Grades	2019	2020
K-5	60	80
6-8	110	120

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

Grades	HSA Requirement: Average Minutes/Week	2019	2020
K-5	150	13%	20%
6-8	225	23%	25%

- Schools reported offering various strategies to promote physical activity:

Physical Activity Strategy	2019	2020
Active recess	80%	84%
After-school activities	90%	88%
Athletic programs	77%	71%
Before school activities	35%	41%
Bike to school	29%	32%
Dance/dance program	49%	46%
Gardening	38%	42%
Movement in the classroom	71%	71%
Playground/field on campus	62%	69%
Playground/field off campus	30%	31%
Reward for student achievement	37%	34%
Safe routes to school	36%	37%
Shared use agreement	17%	19%
Walk to school	70%	65%

Section 5: School Nutrition

- 95% of schools reported having cold, filtered water available during meal times in 2019 and 2020.
- 12% of schools had a vending machine available to students before/after school hours in 2019 and 2020.
- 84% of schools reported serving breakfast via an alternative serving model in 2020. *Please note that this is a new question that was added in the 2020 SHP.*
- Schools reported operating various alternative serving models for breakfast:

Alternative Serving Models for Breakfast in Operation	2020
Breakfast in classroom	54%
Second chance breakfast	52%
Grab n Go	26%

Section 6: Distribution Information

- 65% of schools in 2019 and 60% of schools in 2020 had a school wellness committee, school health council, or team.
- 93% of schools in 2019 and 97% of schools in 2020 informed parents and students of the availability of vegetarian food options at the school.
- 89% of schools in 2019 and 97% of schools in 2020 informed parents and students of the availability of milk alternatives, such as soy milk, lactose-free milk, etc. at the school.
- Schools reported using various techniques for distributing nutrition and wellness information (see table):

LEA Local Wellness Policies*	2019	2020
Distributed on the school website	61%	60%
Distributed on the school main office	53%	56%
Distributed to foodservice staff	42%	42%
Distributed to parent and teacher organizations	30%	36%

School Menus for Breakfast and Lunch*	2019	2020
Distributed to foodservice staff	66%	88%
Distributed on the school website	60%	81%
Distributed on the school main office	62%	55%
Distributed to parent and teacher organizations	28%	28%

Nutritional Content of Each Menu Item*	2019	2020
Distributed to foodservice staff	54%	80%
Distributed on the school main office	26%	53%
Distributed on the school website	17%	51%
Distributed to parent and teacher organizations	13%	8%

Ingredients of Each Menu Item*	2019	2020
Distributed to foodservice staff	52%	50%
Distributed on the school website	13%	19%
Distributed on the school main office	20%	17%
Distributed to parent and teacher organizations	8%	7%

Where Fruits and Vegetables Served in School Meals are Grown and Whether Growers are Engaged in Sustainable Agriculture Practices*	2019	2020
Distributed to foodservice staff	36%	64%
Distributed on the school website	22%	40%
Distributed on the school main office	14%	11%
Distributed to parent and teacher organizations	7%	4%

**Schools selected all options from the list that applied, so percentages may total over 100 percent.*

*** Questions and options for these questions were added to the School Health Profile survey in 2020.*

Attachment 19. Schools with 2019 HPEA Completion Rates Under 10 Percent

School Name	LEA	Grade Required for HPEA Administration	2018-19 HPEA Student Completion Rate
Ballou High School	DCPS	High School Health	0.00%
Cardozo Education Campus	DCPS	Grade 8, High School Health	0.00%
Democracy Prep Congress Heights PCS	Democracy Prep PCS	Grade 5, Grade 8	0.00%
Eastern High School	DCPS	High School Health	0.00%
Eliot-Hine Middle School	DCPS	Grade 8	0.00%
Jefferson Middle School Academy	DCPS	Grade 8	0.00%
Luke C. Moore High School	DCPS	High School Health	1.72%
Washington Metropolitan High School	DCPS	Grade 8, High School Health	0.00%

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

Schools are contacted by OSSE in February of each year to prepare for spring administration. OSSE offers frequent reminders to LEAs and schools throughout the winter and spring; the LEAs for the schools reflected in this chart were contacted multiple times by OSSE to complete the HPEA. OSSE also provides technical assistance and trainings for LEA health and assessment points of contact and assessment administration guides at the LEA- and school-level. All schools reflected in this chart have a completion rate of under 10 percent for the 2018-19 school year.

Attachment 20. 2018-20 Nutrition Education and Physical Activity (NEPA) Grantees

Grantee Name	Total Funds Granted
Athletes United for Social Justice (The Grassroot Project)	\$30,000
City Blossoms	\$30,000
DC Scores	\$30,000
Fort Dupont Ice Arena	\$30,000
Friends of the National Arboretum	\$30,000
Medstar Georgetown University Hospital	\$30,000
Out-teach	\$30,000
Parks Rx America	\$30,000
Playworks	\$30,000
Teens Run DC	\$30,000

Attachment 21. Environmental Literacy Plan Implementation Table

Progress

key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate
progress●●●○ Significant
progress

●●●●

Complete

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

Goal	Action Items	Lead Organizations	Timeframe	Progress Description	Progress Status
A. Align environmental literacy (EL) concepts with current standards.	i. Analyze current standards and identify those that include EL concepts, to include Health and PE standards.	OSSE	2018	To complement resources previously created that align with - NGSS and College, Career, and Civic Life (C3) Framework for Social Studies State Standards, OSSE has identified Health and PE standards that have potential correlation to environmental literacy.	●●●●
	ii. e	DCPS	2017	Curriculum units for high school environmental science have been posted on the OSSE website . These instructional sequences were created by District high school teachers with input from community partners. The DCPS Continuity of Learning plan for distance learning during COVID-19 included environmental content integrated into lessons where appropriate.	●●●○
	iii. Utilize Environmental Literacy Leadership Cadre to identify and promote best practices currently in place in District schools.	OSSE	Ongoing	OSSE successfully recruited a third cohort of teachers for a two-year commitment. OSSE continues to engage and support schools from the first two cohorts ("alumni schools") to assist in sustainability of environmental programs.	●●●○
	iv. Develop a vetting process for environmental education providers to validate quality programs that support standards.	OSSE UDC DCEEC	2019	OSSE and DCEEC hosted a training in NAAEE's Environmental Education Materials: Guidelines for Excellence in November 2018.	●●●○

B. Create Districtwide scope and sequence document for environmental science that aligns with AP Environmental Science exam.	i. Identify team of educators and community partners to draft the document.	OSSE	summer 2018	The scope and sequence has been completed, but needs to be updated. Also, an official curriculum has not been adopted for this course, which can be a future opportunity to create a local-context HS environmental science curriculum.	●●○○
	ii. Select LEAs to pilot documents during the 2017-18 school year.	OSSE	2019		
	iii. LEAs choose to adopt or align their own documents.	DCPS charter LEAs	2020		
C. Engage every student in at least one Meaningful Outdoor Educational Experience at each grade level.	i. Provide schools with a comprehensive list of outdoor opportunities on school grounds and throughout the District to be updated every 3 years.	DCEEC	2018	DCEEC and Casey Trees have created maps that identify green space within a walking distance from every District school to be used as an extension of the school grounds for learning. DCEEC has shared the maps with the Environmental Literacy Leadership Cadre to gather feedback on how they might be used, and is determining next steps.	●●○○
	ii. Create a new standards-based environmental literacy framework specifically for middle and high schools (current one is best for elementary schools) that includes Meaningful Watershed Educational Experience integration to scaffold into their curriculum.	OSSE DCEEC	2020		
D. Create systems of support for principal and District LEA leadership to build awareness and engagement around environmental literacy.	i. Identify interested school sites and host at least two opportunities per year that range from briefing meetings to immersive professional learning experiences.	OSSE DCPS charter LEAs	Begin in summer 2017		○○○○
E. Ensure environmental literacy materials are readily available through online dissemination.	i. Promote the use of existing resources and websites by adding website content at least twice per year.	DCEEC	2020	OSSE hosts resources on its environmental literacy webpage . The Sustainable DC Plan 2.0 calls for the creation of a database of resources.	●●○○

	ii. Update DCPS internal online platform quarterly to include environmental literacy-specific page for curriculum and/or resources.	DCPS	summer 2017	DCPS has course-specific Canvas pages that integrate environmental resources where appropriate.	●●○○
	iii. Submit environmental literacy resources information to be published in the OSSE LEA Look Forward and PCSB Bulletin at least four times per year.	OSSE	Beginning summer 2017	Announcements have been made in the LEA Look Forward and also submitted to be included in the PCSB Wednesday Bulletin.	●●○○
F. Provide students with exposure to green jobs and environmental careers and encourage student participation in these opportunities.	i. At least 300 students in District summer employment programs (such as DOEE's Green Zone Environmental Program and the Marion Barry Summer Youth Employment Program) receive exposure (minimum of one day) to environmental careers.	DOEE DOES UDC	Ongoing 2018	In 2019, 225 students participated in DOEE's Green Zone Environmental Program, and received 48 hours of exposure to environmental careers. In 2020, the program moved to a virtual platform in response to COVID-19.	●●○○

Progress

key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate
progress●●●○ Significant
progress

●●●●

Complete

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

Goal	Action Item	Lead Organizations	Timeline	Progress Description	Progress Status
A. Prepare pre-service teachers to be able to teach environmental education and foster environmental literacy.	i. Establish pilot program to engage pre-service programs to provide environmental education as part of their coursework (such as teaching methods) with a target of 6 contact hours of training in environmental education.	OSSE UDC	2020		○○○○
	ii. Identify and partner with a higher education institution to provide certification opportunities for middle and secondary teachers with a concentration in environmental science.	DDOE DCEEC	2020		○○○○
B. Provide in-service teachers with workshops about how to teach environmental education and foster environmental literacy.	i. Create a crosswalk of the DCPS Essential Practices (new Teaching and Learning Framework) and the NAAEE <i>Guidelines for the Preparation and Professional Development of Environmental Educators</i> to determine existing overlap and any gaps.	DCPS DCEEC	2017		○○○○
	ii. Deliver high-quality workshops for teachers by competent EE professionals that increase content knowledge of teachers and increases comfort with teaching outside of the classroom.	DOEE OSSE UDC DCEEC	2018	OSSE and nonprofit partners delivered environmental workshops at DCPS Professional Development Days. OSSE partnered with the Washington Youth Garden to provide garden-based training for teachers.	●●○○

	iii. Create a Summer Academy for teachers that provides intensive training in relevant grade bands.	UDC OSSE	2020 2017	OSSE hosted a summer institute in 2017 for high school environmental science teachers. OSSE hosts summer institutes for garden-based learning.	●○○○ ●●●●
C. Expand scope of outreach to school stakeholders to include administrative, operations, and facilities staff.	i. Provide opportunities for school administrators to engage in authentic experiences that show the value of environmental education and create buy-in. ii. Include school maintenance and facilities managers/ operations staff to encourage collaboration across school building operations.	OSSE DGS	2020	Through a grant with OSSE, Audubon Naturalist Society has provided all-staff training for some schools within the Environmental Literacy Leadership Cadre.	○○○○ ●●○○
D. Provide workshops and training for Environmental Education professionals.	i. Hold at least three workshops per year for Environmental Education providers – intro courses and supplemental workshops.	DOEE DCEEC OSSE	Ongoing	OSSE hosted trainings on meaningful watershed educational experiences for school garden coordinators. DOEE provided Project WILD and WET workshops for teachers and environmental education professionals.	●●○○
E. Provide ongoing support for communities of practice to collaborate and increase capacity and implement environmental literacy programs at schools.	i. Create Professional Learning Communities or other networks focused on environmental literacy.	OSSE	Ongoing	OSSE is working with the third cohort of the Environmental Literacy Leadership Cadre and determining how to best engage schools from the first two cohorts (alumni schools) to encourage program sustainability.	●●○○

Progress

key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate
progress●●●○ Significant
progress

●●●●

Complete

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

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. Identify and evaluate available environmental science courses and pathways at public secondary and postsecondary institutions in DC.	i. Conduct an annual inventory of environmental science courses.	DCPS charter LEAs	2018	The annual School Health Profile collects this information, and DCPS course enrollment is verified through the ASPEN system.	●●○○
	ii. Collect and analyze course grades and test scores.	OSSE	2018		○○○○
B. Ensure that all District high schools offer an environmental science course (or similar course, such as urban ecology).	i. Identify the existing barriers to schools offering these courses.	DCPS charter LEAs	2018		○○○○
	ii. Create plan to remove barriers at schools that do not offer any environmental courses.	OSSE	2019		○○○○
	iii. Create a community of practice for teachers to develop resources and Implement new scope and sequence documents.	OSSE	2017	Interested teachers were identified through the 2017 Environmental Literacy Summer Institute. OSSE will explore options regarding creating a formal community of practice with high school teachers.	●○○○
C. Ensure that every high school student has at least one Meaningful Watershed Educational Experience (MWEE) in their high school career, as outlined in the 2014 Chesapeake Bay Watershed Agreement.	i. Analyze the implementation and results of MWEEs in other state/jurisdictions to determine best practices and applications for the District.	OSSE		State and jurisdiction fact sheets are being developed by the Chesapeake Bay Program and will be posted on the website, Chesapeake Progress , in fall 2020. OSSE will then be able to compare its progress against other states in the watershed.	●○○○
	ii. Develop a pilot environmental literacy program for high schools to include MWEEs.	OSSE UDC	2020	The redesign of Anacostia High School is a forthcoming opportunity to pilot of high school MWEE. The school's redesign will include a new civil and environmental engineering pathway, and will include implementation of project-based learning for students to apply their learning to	●○○○

				real-life topics in their communities and environment. DOEE is working with the school to provide educational programming and resources to support the school's environmental focus.	
D. Increase participation in environmental service-learning as part of the community service graduation requirement.	i. Update and send comprehensive information to the DCPS Office of Secondary School Transformation for inclusion in the DCPS Community Service Handbook and post on the OSSE website for all LEAs to access.	DCEEC OSSE	Begin in summer 2017		○○○○
	ii. Meet with the DCPS community service coordinators and charter LEA representatives so they know about opportunities available.	OSSE DCPS charter LEAs	Begin in fall 2017		○○○○
	iii. Enhance school collaboration with environmental education providers to increase meaningful volunteer opportunities to students.	DPR UDC DCEEC	2018		○○○○
	iv. Determine current number of students participating in environmental service-learning; determine whether the number increases over time.	DCPS charter LEAs	Begin in summer 2017 Ongoing		○○○○
E. Increase number of students exposed to environmental careers via work-based learning and job shadowing opportunities.	i. Develop materials for students and families informed by an employer-driven continuum of career readiness that will share information about educational qualifications and income levels for occupations in high-skill, high-demand sectors.	OSSE	2017	High school teachers drafted career profile sheets during the 2017 Environmental Literacy Summer Institute. OSSE plans to edit and format these documents to be released in early 2021.	●○○○

Progress

key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate
progress●●●○ Significant
progress

●●●● Complete

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

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. Collect baseline information of student performance in environmental literacy (EL) concepts within current science, health, and social studies standards.	i. Convene a panel to designate health standards that contain EL concepts and write corresponding justifications (e.g., Category 4: Disease prevention).	OSSE	In progress	OSSE has identified Health and PE standards that have potential correlation to environmental literacy.	●●●●
	ii. Gather baseline data for SY15-16 science test and baseline data for the 2017-18 school year health test.	OSSE DCPS	2018 2019	OSSE released data from the SY18-19 science assessment in December 2019. DCPS began implementing a middle school earth and space science in grade 6 from NWEA's MAP in the 2016-17 school year, and a high school Life Science assessment in biology in the 2017-18 school year. Results are chiefly used to inform student instruction.	●●○○
	iii. Conduct analysis to determine correlation between assessment performance and implementation of school-based environmental programming to determine best practices.	OSSE	2020	OSSE is approaching the assessment technical advisory committee to determine whether there are correlations between school-level environmental literacy programming and 2018-19 science assessment results.	●●○○
	iv. Identify opportunities to align environmental literacy efforts with science and health assessment item development.	OSSE	Ongoing	OSSE's Division of Data, Assessment, and Research continues to coordinate collaborative efforts across other OSSE divisions.	●●○○
B. Create environmental literacy assessment opportunities that are not test-driven.	i. Develop incentives and recognition for student participation and engagement in environmental projects, such as a capstone project,	DOEE DCPS	Ongoing	Student environmental literacy projects were highlighted at the Anacostia Environmental Youth Summit, DC STEM Fair,	●●○○

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	science fair project, portfolio, school environmental competition, and provide a showcase for student presentations.	DGS DCEEC		Climate Change Student Films Screening, and EcoRise Student Innovation Showcase.	
	ii. Catalogue efforts and create outlet to promote and recognize student achievements.	DCPS charter LEAs	2018		○○○○
C. Continue to incorporate environmental literacy into student assessment tools.	i. Participate in the development of the assessment items for the NGSS and Health and PE Standards and environmental literacy correlations.	OSSE	Ongoing	OSSE's Division of Data, Assessment, and Research continues to coordinate collaborative efforts across other OSSE divisions.	●●○○

Progress

key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate
progress●●●○ Significant
progress

●●●● Complete

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

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. Utilize school facilities to support environmental concepts and practices.	i. In keeping with LEED (i.e., teaching tool credit IDc3) requirements, establish model schools that show the development of green building curricular integration best practices.	OSSE DCPS	Ongoing	OSSE has posted the applications for Green Ribbon Schools recognition winners on its website, so schools can learn from the applications. DGS highlights recycling and composting success stories on its webpage.	●○○○ ○○○○
	ii. Coordinated integration of HSA requirements as described in Section 501(Environment) at DCPS schools.	DGS	Ongoing		○○○○
	iii. Publish building performance data for energy, waste, and water and provide educators with easy access to technical specifications and drawings, summaries of green features, and policies, for all District-owned school buildings.	DGS	Ongoing	DGS is rebuilding its platform (formerly BuildSmart DC) that will make building utility usage publicly available. Resources for Capital LEAF are being developed to help teachers use the data in classroom instruction.	●●○○
	iv. Identify and provide an entity to provide technical support for charter LEAs related to school facilities.	DOEE PCSB	2019	The draft Sustainable DC Plan 2.0 begins to address some of these issues.	○○○○
B. Encourage and support outdoor learning experiences in outdoor	i. 60 percent of schools will have active school gardens by the 2020-21 school year engaging 25 percent of students in the District.	DCEEC OSSE DOEE UDC	2020	Currently, there are 110 active school gardens among the 236 school sites in the District, resulting in 47% of public schools with active school gardens.	●●●○

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schoolyard spaces.	ii. Develop a maintenance plan to ensure school gardens, greenhouses, and outdoor classrooms are cared for in conjunction with school campuses.	DGS	2019	DOEE worked with a contractor to develop RiverTools: A Training Maintenance Kit for Schools , which includes case studies of RiverSmart Schools that explore the maintenance of conservation landscapes and low impact development installations. OSSE is developing a School Garden Guide that will include a maintenance section to provide ideas to schools.	●●○○
C. Encourage schools to apply to the U.S. Green Ribbon Schools program.	i. Create and implement a DC Green Schools recognition program.	OSSE DCEEC	2018	OSSE has been working with stakeholders to develop Capital LEAF (Leaders in Environmental Actions for our Future), a program to recognize green, healthy, sustainable schools. OSSE hopes to launch the program in fall 2020.	●●●○
	ii. Submit four qualified applicants to the U.S. Green Ribbon Schools recognition program.	OSSE	Ongoing	Efforts have been concentrated on developing Capital LEAF as a stepping stone to engaging schools in green schools initiatives. The intention is that more schools will become ready to apply for U.S. Green Ribbon Schools after being recognized via Capital LEAF.	●○○○
D. Create opportunities for students to utilize school buildings and grounds for learning.	i. Create a pilot school ambassador program at five high schools that give green tours.	UDC DCPS	2018		○○○○
	ii. Establish pilot program with the Department of Employment Services' Summer Youth Employment Program that focuses on environmental initiatives.	DOES	2018		○○○○
	iii. Explore opportunities to provide vocational training connected to green jobs.	DOES	2020	This action is being integrated into the Sustainable DC Plan 2.0.	○○○○

Progress

key:

○○○○ Not started

●○○○ Initiated

●●○○ Moderate
progress●●●○ Significant
progress

●●●● Complete

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

Goal	Action Items	Lead Organizations	Timeline	Progress Description	Progress Status
A. Cultivate and foster the knowledge and awareness necessary for the development and implementation of ELP at Local Education Agencies (LEAs).	i. Require administrators and guidance counselors to attend environmental literacy meetings and share information about resources.	OSSE	2019		○○○○
	ii. Ensure regular dissemination of information to encourage local, District-specific EE opportunities, such as environmental literacy guides, fact sheets, and teacher's night.	DCEEC	Ongoing	The US Botanic Garden continues to host Teacher's Night every year, and relevant information goes out in new monthly newsletters, such as Sprout It Out (OSSE School Gardens) and the OSSE Teaching and Learning Profession Development bulletin. An updated one-page handout that describes available environmental education providers, based on information from the 2020 Environmental Literacy Plan, will be available in fall 2020.	●●○○
B. Individual LEAs develop school-based environmental literacy programs based on the Environmental Literacy Framework.	i. Explore integration of science/EL into DCPS School-Level Scorecards.	DCPS	2020	School profiles on the DCPS website now include a sustainability section. OSSE's DC School Report Card also indicates whether DCPS or charter schools have a STEM focus or school garden under its school offerings.	●●○○
	ii. Identify how the implementation plans can increase the number of U.S. Green Ribbon Schools applications.	OSSE	2020	Agency stakeholders collaborated on the development of Capital LEAF, a program to recognize green, healthy, sustainable schools, to launch in fall 2020. This program will be a stepping stone to U.S. Green Ribbon Schools.	●●○○
	iii. Assist LEAs with the development of school-based environmental literacy programs that can be sustained over time.	OSSE	Ongoing	Current participants in OSSE's Environmental Literacy Leadership Cadre develop school-based environmental literacy programs. OSSE is piloting different strategies to maintain engagement with alumni schools to determine how to best provide assistance for sustaining programs over time.	●●○○
	iv. Create approval process for LEA plans.	OSSE	2020		○○○○

	v. Next update of Local Wellness Policy to include greater emphasis on environmental sustainability and alignment with the DC Environmental Literacy Plan.	OSSE	2018	The updated Local Wellness Policy template is being drafted, and environmental sustainability remains a required section.	● ○ ○ ○
C. Each District agency demonstrates commitment and ownership of an Environmental Literacy Scope of Work and Implementation Plan that supports schools.	i. Designate staff within each agency to support ELP efforts and to provide OSSE with yearly updates on progress.	DOEE DCPS DPR DOES DGS DOES UDC	2018	OSSE's environmental literacy coordinator maintains contact with agency representatives. There has been some turnover but new contacts have been identified.	● ● ● ○
	i. Develop agency guidelines/training and templates for how to effectively partner with schools.	OSSE	2020		○ ○ ○ ○
D. Create state infrastructure for implementation of the ELP.	i. Regularly convene the Environmental Literacy Advisory Committee to review progress and provide implementation recommendations.	OSSE	Ongoing	OSSE plans to reconvene the committee in early 2021.	○ ○ ○ ○
	ii. Build capacity within OSSE to grow the program.	OSSE	2018	OSSE's environmental literacy program is part of the agency's Health and Wellness Division, which began a strategic planning process in summer 2018. The division is currently determining how to provide multi-tiered supports across complementary program areas.	● ○ ○ ○
	iii. Create opportunity for environmental representation on the Healthy Youth and Schools Commission.	OSSE	2020	The commission decided against creating a subcommittee focused on green schools, but receives regular updates on OSSE's environmental literacy program.	○ ○ ○ ○
	iv. Continue to incorporate environmental literacy indicators into School Health Profiles to help measure progress.	OSSE	Ongoing	Data from the School Health Profile has been incorporated into the yearly Environmental Education Update/Report and the 2019 E-LIT survey administered by NOAA on behalf of the Chesapeake Bay Program.	● ● ● ○

Attachment 22. Schools that Received Selected Environmental Education Programming, SY18-19

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 18-19)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (DOEE-WPD/DCEEC)	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS)	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
District of Columbia Public Schools (DCPS)										
DCPS Alternative Schools										
CHOICE Academy at Wash Met										
Inspiring Youth Program										
Luke C. Moore HS	1	1							1	1
Washington Metropolitan HS	1	1							1	1
Youth Services Center										
DCPS Alternative Schools Total	2	2	0	0	0	0	0	0	2	2
DCPS Special Education Schools										

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River Terrace EC	1							1		
DCPS Special Education Schools Total	1	0	0	0	0	0	0	1	0	0
DCPS Adult/Vocational Schools										
Ballou STAY										
Roosevelt STAY										
Total	0	0	0	0	0	0	0	0	0	0
DCPS Schools										
Aiton ES	1							1		1
Amidon-Bowen ES	1				1	1	1		1	1
Anacostia HS	1	1				1	1		1	1
Ballou HS	1							1	1	
Bancroft ES	1						1	1		
Barnard ES	1				1		1			
Beers ES	1		1	1	1	1	1		1	1
Benjamin Banneker HS	1	1					1	1		1
Boone ES	1				1			1	1	1
Brent ES	1				1			1	1	1
Brightwood EC	1				1		1		1	
Brookland MS	1							1	1	
Browne EC	1					1	1			1
Bruce Monroe ES at Park View	1			1	1	1	1		1	1
Bunker Hill ES	1		1		1					1
Burroughs EC	1		1	1		1	1	1	1	1
Burrville ES	1				1		1			1
C.W. Harris ES	1				1			1	1	
Capitol Hill Montessori at Logan	1				1	1	1		1	1
Cardozo EC	1						1	1		
Cleveland ES	1		1		1	1	1			
Columbia Heights EC (CHEC)	1	1					1		1	1
Coolidge HS	1	1								1

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Deal MS	1							1		
Dorothy Height ES	1				1					
Drew ES	1				1					1
Dunbar HS	1	1							1	1
Eastern HS	1					1	1	1	1	
Eaton ES	1				1	1	1		1	1
Eliot-Hine MS	1						1			
Ellington School of the Arts	1	1				1	1	1	1	1
Excel Academy	1		1		1		1			
Garfield ES	1							1	1	
Garrison ES	1				1			1		
H.D. Cooke ES	1			1	1	1	1			1
Hardy MS	1								1	1
Hart MS	1						1			
Hearst ES	1			1				1		
Hendley ES	1						1			1
Houston ES	1			1					1	1
Hyde-Addison ES	1				1				1	
J.O. Wilson ES	1					1	1		1	
Janney ES	1					1	1	1	1	1
Jefferson Middle School Academy	1								1	
Johnson MS										
Kelly Miller MS	1		1			1	1			1
Ketcham ES	1				1	1	1	1	1	1
Key ES	1			1	1	1	1	1	1	1
Kimball ES	1			1			1			
King ES	1		1		1		1			1
Kramer MS										
Lafayette ES	1			1	1	1	1	1	1	1
Langdon ES	1			1	1				1	1

Healthy Schools Act Report

Langley ES	1				1	1	1			
LaSalle Backus EC	1				1	1	1			1
Leckie ES	1				1	1	1		1	
Ludlow-Taylor ES	1			1			1		1	1
MacFarland MS	1							1	1	1
Malcolm X ES at Green	1			1	1				1	
Mann ES	1			1		1	1	1	1	
Marie Reed ES	1			1		1	1	1		1
Maury ES	1			1	1	1	1		1	1
McKinley Middle School	1							1	1	
McKinley Technology HS	1	1					1	1	1	1
Miner ES	1						1	1		1
Moten ES	1								1	1
Murch ES	1				1		1	1	1	
Nalle ES	1				1		1	1		
Noyes EC										
Oyster-Adams Bilingual School	1				1				1	
Patterson ES	1						1			1
Payne ES	1				1	1	1		1	1
Peabody ES	1			1		1	1	1	1	
Phelps Architecture Construction and Engineering HS	1	1								1
Plummer ES										
Powell ES	1				1	1	1	1	1	
Randle Highlands ES	1				1		1	1	1	
Raymond EC	1				1					1
Ron Brown College Preparatory HS										
Roosevelt HS	1							1		
Ross ES	1				1		1	1		
Savoy ES	1				1					
School Within School @ Goding	1			1	1	1	1		1	1

Healthy Schools Act Report

School Without Walls at Francis Stevens	1			1	1	1	1	1		1
School Without Walls HS	1	1						1	1	1
Seaton ES	1			1		1	1	1	1	1
Shepherd ES	1								1	
Simon ES	1			1	1	1	1		1	1
Smothers ES	1				1		1		1	1
Sousa MS	1					1	1			
Stanton ES	1				1	1	1			1
Stoddert ES	1				1	1	1	1		1
Stuart-Hobson MS	1						1		1	1
Takoma EC	1				1					
Thomas ES	1								1	
Thomson ES	1						1		1	
Truesdell EC	1				1					
Tubman ES	1				1		1		1	1
Turner ES	1						1			
Tyler ES	1			1	1	1	1		1	
Van Ness ES	1			1		1	1		1	
Walker-Jones EC	1								1	
Watkins ES	1			1		1	1	1	1	
West EC	1					1	1		1	
Wheatley EC	1								1	
Whittier EC	1				1		1		1	
Wilson HS	1	1					1	1	1	1
Woodson HS	1	1								1
DCPS Schools Subtotal	103	11	7	23	49	38	66	39	61	54
DCPS Overall TOTAL	106	13	7	23	49	38	66	40	63	56

Healthy Schools Act Report

Public Charter Schools										
Public Charter Alternative Schools										
Latin American Youth Center Career Academy PCS										
Maya Angelou Evans Campus PCS	1			1			1		1	
The Next Step PCS										
Youthbuild PCS										
Public Charter Alternative Schools Total	1	0	0	1	0	0	1	0	1	0
Public Charter Special Education Schools										
St. Coletta Special Education PCS	1	1					1			1
Public Charter Special Education Schools Total	1	1	0	0	0	0	1	0	0	1
Public Charter Adult/Vocational Schools										
Academy of Hope Adult PCS										
Briya PCS										
Carlos Rosario International PCS										
Community College Preparatory Academy PCS										
Maya Angelou Adult Learning Center PCS										
The Family Place PCS										
Public Charter Adult/Voc Schools Total										
Public Charter Schools										
Achievement Preparatory PCS - Elem										
Achievement Preparatory PCS - Middle	1				1					
AppleTree Early Learning Center PCS - Columbia Heights	1					1				

Healthy Schools Act Report

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

Healthy Schools Act Report

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

Healthy Schools Act Report

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

Healthy Schools Act Report

KIPP DC - Valor Academy PCS	1					1				1
KIPP DC - WILL Academy PCS										
Latin American Montessori Bilingual (LAMB) PCS	1				1	1			1	
Lee Montessori PCS	1				1	1	1			1
Mary McLeod Bethune PCS 16th St										
Mary McLeod Bethune Day Academy PCS Brookland Campus	1				1	1	1			1
Meridian PCS	1						1			
Meridian PCS 14th St	1				1	1				
Monument Academy	1						1			
Mundo Verde Bilingual PCS	1					1	1		1	1
National Collegiate Prep PCS HS	1	1								1
Paul PCS - International High School	1								1	1
Paul PCS - Middle School	1								1	1
Perry Street Prep PCS	1					1	1			
Richard Wright PCS for Journalism and Media Arts	1	1							1	1
Rocketship DC PCS - Legacy Prep										
Rocketship DC PCS - Rise Academy										
Roots PCS	1						1			
SEED (School for Educational Evolution and Development) PCS	1						1			
Sela PCS	1				1					
Shining Stars Montessori Academy PCS	1						1			
Somerset Prep Academy PCS	1	1					1		1	1
Statesmen Academy for Boys PCS										
Sustainable Futures PCS										
The Children's Guild	1					1			1	
Thurgood Marshall Academy PCS	1	1					1			1
Two Rivers PCS 4th Street	1				1	1	1		1	1

Healthy Schools Act Report

Two Rivers PCS Young	1					1	1			1
Two Rivers PCS Middle										
Washington Global	1									1
Washington Latin PCS - Middle School	1		1				1		1	1
Washington Latin PCS - Upper School	1	1					1		1	1
Washington Leadership Academy PCS										
Washington Math Science Tech PCS HS										
Washington Yu Ying PCS	1			1	1		1		1	1
Public Charter Schools Subtotal	96	12	3	7	26	47	44	0	48	48
PUBLIC CHARTER OVERALL TOTAL	98	13	3	8	26	47	46	0	49	49

DCPS	106	13	7	23	49	38	66	40	63	56
PUBLIC CHARTER	98	13	3	8	26	47	46	0	49	49
STATE TOTAL	204	26	10	31	75	85	112	40	112	105

Attachment 23. Schools that Received Selected Environmental Education Programming, SY19-20

SCHOOL	Select Environmental Education Student Programs									
Program Name	Env Ed Program (School Year 19-20)	HS Environmental Science Course - Advanced Placement or standard (DCPS and School Health Profile)	Anacostia Environmental Youth Summit (Cancelled) (DOEE-WPD/DCEEC)*	Environmental Literacy Leadership Cadre and Alumni Schools (OSSE)	5th Grade Overnight Meaningful Watershed Educational Experience (DOEE-WPD)	Field Experiences - Farm Trip (compiled by OSSE)	Active School Gardens (Compiled by OSSE)	DCPS Recycling Honor Roll (DGS) (Cancelled)*	Bike to School or Safe Routes to School Initiative (Compiled by OSSE)	Reported in School Health Profile (Compiled by OSSE)
District of Columbia Public Schools (DCPS)										
DCPS Alternative Schools										
Inspiring Youth Program	1	1								
Luke C. Moore HS	1					1			1	1
Washington Metropolitan HS	1								1	1
Youth Services Center	1	1								
DCPS Alternative Schools Total	4	2	0	0	0	1	0	0	2	2

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DCPS Special Education Schools										
River Terrace EC	1					1				
DCPS Special Education Schools Total	1	0	0	0	0	1	0	0	0	0
DCPS Adult/Vocational Schools										
Ballou STAY										
Roosevelt STAY										
Total	0	0	0	0	0	0	0	0	0	0
DCPS Schools										
Aiton ES	1									1
Amidon-Bowen ES	1			1		1	1			
Anacostia HS	1	1								1
Ballou HS	1	1							1	
Bancroft ES	1						1		1	
Bard HS Early College DC										
Barnard ES	1				1		1		1	
Beers ES	1			1		1	1		1	1
Benjamin Banneker HS	1	1					1			1
Boone ES	1				1	1			1	1
Brent ES	1					1	1			1
Brightwood EC	1				1	1	1			1
Brookland MS										
Browne EC	1									1
Bruce Monroe ES at Park View	1			1	1	1				1
Bunker Hill ES	1		*		1					
Burroughs EC	1			1	*	1	1			1
Burrville ES	1				1	1	1			1
C.W. Harris ES	1					1	1		1	1
Capitol Hill Montessori at Logan	1				1	1	1		1	
Cardozo EC	1	1					1		1	1
Cleveland ES	1		*		*		1			

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Columbia Heights EC (CHEC)	1	1				1	1		1	1
Coolidge HS	1	1							1	1
Deal MS	1								1	1
Dorothy Height ES	1				1					
Drew ES	1				*	1				1
Dunbar HS	1	1							1	1
Eastern HS	1						1		1	1
Eaton ES	1				1	1	1		1	
Eliot-Hine MS										
Ellington School of the Arts	1	1							1	1
Excel Academy	1						1			
Garfield ES	1								1	
Garrison ES	1					1	1		1	1
H.D. Cooke ES	1			1	*	1	1		1	1
Hardy MS	1					1	1		1	1
Hart MS	1					1	1		1	1
Hearst ES	1			1		1			1	
Hendley ES	1						1			1
Houston ES	1			1		1				1
Hyde-Addison ES	1				1	1			1	1
Ida B. Wells MS										
J.O. Wilson ES	1					1	1		1	
Janney ES	1					1	1		1	1
Jefferson Middle School Academy	1								1	
Johnson MS										
Kelly Miller MS	1		*			1	1			1
Ketcham ES	1				1	1	1		1	1
Key ES	1			1	1	1	1		1	1
Kimball ES	1			1			1		1	1
King ES	1		*				1		1	

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Kramer MS	1									1
Lafayette ES	1			1	1	1	1		1	1
Langdon ES	1			1						1
Langley ES	1				1	1	1			
LaSalle Backus EC	1				*		1		1	
Leckie ES	1				1	1	1		1	
Ludlow-Taylor ES	1			1		1	1		1	
MacFarland MS										
Malcolm X ES at Green	1			1	1		1		1	1
Mann ES	1			1		1	1		1	1
Marie Reed ES	1			1		1	1		1	1
Maury ES	1			1	1	1			1	1
McKinley Middle School	1								1	
McKinley Technology HS	1	1	*			1			1	1
Miner ES	1			1		1	1		1	1
Moten ES	1					1				1
Murch ES	1			1	*		1		1	
Nalle ES	1				1		1		1	
Noyes EC	1					1				
Oyster-Adams Bilingual School	1								1	1
Patterson ES	1						1			
Payne ES	1					1	1		1	1
Peabody ES	1			1		1	1		1	
Phelps Architecture Construction and Engineering HS	1	1	*							1
Plummer ES										
Powell ES	1				1	1	1		1	
Randle Highlands ES	1				*		1		1	
Raymond EC	1				1				1	1
Ron Brown College Preparatory HS	1	1							1	1
Roosevelt HS	1	1							1	1

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Ross ES	1				1				1	1
Savoy ES	1				*	1				
School Within School at Goding	1				*	1	1		1	1
School Without Walls at Francis Stevens	1			1	1	1	1		1	1
School Without Walls HS	1	1							1	1
Seaton ES	1			1		1	1		1	
Shepherd ES										
Simon ES	1			1	1	1	1			1
Smothers ES	1				1	1			1	1
Sousa MS	1						1			
Stanton ES	1				1		1			
Stoddert ES	1				1	1	1			1
Stuart-Hobson MS	1						1		1	
Takoma EC	1				1	1				
Thomas ES										
Thomson ES	1			1			1		1	
Truesdell EC	1				1	1	1			
Tubman ES	1			1	1	1	1		1	
Turner ES	1		*	1		1	1			
Tyler ES	1			1	*	1	1			
Van Ness ES	1			1		1	1		1	
Walker-Jones EC	1					1			1	
Watkins ES	1			1	*	1	1			
West EC	1						1		1	
Wheatley EC	1			1	1					
Whittier EC	1			1	1	1				
Wilson HS	1	1					1		1	1
Woodson HS	1								1	
DCPS Schools Subtotal	101	14	0	30	31	55	62	0	64	56
DCPS Overall TOTAL	106	16	0	30	31	57	62	0	66	58

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Public Charter Schools										
Public Charter Alternative Schools										
Latin American Youth Center Career Academy PCS										
Maya Angelou Evans Campus PCS	1						1			
The Next Step PCS										
Youthbuild PCS										
Public Charter Alternative Schools Total	1	0	0	0	0	0	1	0	0	0
Public Charter Special Education Schools										
St. Coletta Special Education PCS	1						1			1
Public Charter Special Education Schools Total	1	0	0	0	0	0	1	0	0	1
Public Charter Adult/Vocational Schools										
Academy of Hope Adult PCS										
Briya PCS										
Carlos Rosario International PCS										
Community College Preparatory Academy PCS										
Maya Angelou Adult Learning Center PCS										
The Family Place PCS										
Public Charter Adult/Voc Schools Total										
Public Charter Schools										
Achievement Preparatory PCS - Elem										
Achievement Preparatory PCS - Middle	1				*				1	
AppleTree Early Learning Center PCS - Columbia Heights										

Healthy Schools Act Report

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

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DC Preparatory PCS - Anacostia Elementary	1			1		1			1	
DC Preparatory PCS - Benning Elementary	1								1	1
DC Preparatory PCS - Benning Middle	1								1	1
DC Preparatory PCS - Edgewood Elementary	1			1		1			1	1
DC Preparatory PCS - Edgewood Middle	1				1				1	1
DC Scholars PCS	1				*	1	1			
Digital Pioneers Academy PCS										
District of Columbia International School	1						1			
E.L. Haynes PCS - Kansas Avenue (Elementary School)	1					1	1		1	1
E.L. Haynes PCS - Georgia Avenue (Middle School)	1								1	1
E.L. Haynes PCS - Kansas Avenue (High School)	1	1							1	1
Eagle Academy PCS - Fairlawn										
Eagle Academy PCS - Congress Heights	1			1			1			
Early Childhood Academy PCS	1					1				
Elsie Whitlow Stokes Community Freedom PCS - Brookland	1				1	1	1		1	
Elsie Whitlow Stokes Community Freedom PCS - East End	1					1	1			
Friendship PCS-Armstrong Elementary	1				*	1	1			
Friendship PCS-Armstrong Middle	1						1			
Friendship PCS-Blow-Pierce Elementary	1					1				
Friendship PCS - Blow-Pierce Middle										
Friendship PCS-Chamberlain Elementary	1					1				1

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Friendship PCS - Chamberlain Middle	1					1				
Friendship PCS - Collegiate Academy	1	1				1	1			1
Friendship PCS-Ideal Elementary School	1					1				
Friendship PCS-Ideal Middle School										
Friendship PCS - Online	1	1				1	1		1	1
Friendship PCS - Southeast Elementary	1				*	1				
Friendship PCS-Southeast Middle	1						1			1
Friendship PCS - Technology Preparatory Middle	1						1			
Friendship PCS - Technology Preparatory High	1	1				1	1			1
Friendship PCS - Woodridge Elementary	1				1	1	1		1	
Friendship PCS - Woodridge Middle	1					1	1			
Goodwill Excel Center PCS										
Harmony DC PCS-School of Excellence	1					1				
Hope Community PCS-Lamond	1					1	1		1	
Hope Community PCS-Tolson	1				*	1			1	
Howard University Middle School of Math and Science PCS	1								1	
IDEA (Integrated Design Electronics Academy) PCS	1	1					1		1	1
Ingenuity Prep PCS	1				1	1				
Inspired Teaching Demonstration PCS	1				*	1	1		1	
Kingsman Academy	1	1								1
KIPP DC - AIM Academy PCS	1				1					1
KIPP DC - Arts and Technology Academy PCS	1					1				
KIPP DC - College Preparatory PCS	1	1							1	1
KIPP DC - Connect Academy	1					1	1			
KIPP DC - Discover Academy PCS	1					1				

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KIPP DC - Grow Academy PCS	1					1				
KIPP DC - Heights Academy PCS	1			1		1	1			
KIPP DC - Honor Academy PCS	1									1
KIPP DC - KEY Academy PCS										
KIPP DC - Lead Academy	1					1	1			
KIPP DC - LEAP Academy PCS										
KIPP DC - Northeast Academy PCS	1								1	
KIPP DC - Promise Academy PCS	1					1				
KIPP DC - Quest PCS	1					1				
KIPP DC - Somerset College Preparatory PCS	1	1							1	1
KIPP DC - Spring Academy PCS	1						1			1
KIPP DC - Valor Academy PCS	1								1	
KIPP DC - WILL Academy PCS	1								1	
Latin American Montessori Bilingual (LAMB) PCS	1			1	1	1			1	
Lee Montessori PCS - Brookland	1			1	*		1			
Lee Montessori PCS - East End	1						1			
Mary McLeod Bethune PCS 16th St										
Mary McLeod Bethune Day Academy PCS Brookland Campus	1						1		1	1
Meridian PCS - Elementary	1					1	1		1	1
Meridian PCS 14th St - Middle School										
Monument Academy	1						1			1
Mundo Verde Bilingual PCS - JF Cook	1			1		1	1		1	1
Mundo Verde Bilingual PCS - 8th Street	1					1	1		1	1
National Collegiate Prep PCS HS	1	1								1
Paul PCS - International High School	1								1	
Paul PCS - Middle School	1								1	1
Perry Street Prep PCS	1					1	1			

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Richard Wright PCS for Journalism and Media Arts	1	1							1	1
Rocketship DC PCS - Legacy Prep	1					1				
Rocketship DC PCS - Rise Academy	1					1				
Roots PCS										
SEED (School for Educational Evolution and Development) PCS										
Sela PCS	1						1			
Shining Stars Montessori Academy PCS	1						1			
Statesman College Preparatory Academy for Boys	1									1
The Children's Guild	1					1			1	
Thurgood Marshall Academy PCS	1	1				1	1		1	1
Two Rivers PCS 4th Street	1				1					
Two Rivers PCS Young	1				1	1	1			1
Two Rivers PCS Middle										
Washington Global	1								1	1
Washington Latin PCS - Middle School	1						1		1	1
Washington Latin PCS - Upper School	1	1					1		1	1
Washington Leadership Academy PCS										
Washington Yu Ying PCS	1			1	1	1	1		1	1
Public Charter Schools Subtotal	93	14	0	10	11	49	46	0	47	40
PUBLIC CHARTER OVERALL TOTAL	95	14	0	10	11	49	48	0	47	41

DCPS	106	16	0	30	31	57	62	0	66	58
PUBLIC CHARTER	95	14	0	10	11	49	48	0	47	41
STATE TOTAL	201	30	0	40	42	106	110	0	113	99

Attachment 24. Environmental Literacy Advancement Grant Recipients

Grant Recipient	Total Funds Granted FY 2019	Total Funds Granted FY 2020
Anacostia Watershed Society	\$65,500	\$72,400
Audubon Naturalist Society	\$56,925.93	\$79,563.20
Clean Air Partners and Casey Trees	\$49,693.73	\$65,338
EcoRise Youth Innovations	\$45,284.92	
FoodPrints	\$182,592.11	
TOTAL	\$399,996.69	\$217,301.20