

2022-23 SCHOOL YEAR

SCHOOL HEALTH PROFILES FORM

Healthy Schools Act of 2010

Under Section 602 of the *Healthy Schools Act of 2010* (L18-0209 , DC Official Code § 38-826.02), each public school and public charter school within the District of Columbia is required to:

- 1.) **Complete and submit** the online School Health Profile (SHP) form to the Office of the State Superintendent of Education (OSSE).
- 2.) **Make the completed profile available to the public** by posting it online, if the school has a website, and making the information available to parents in the school's main office.

Any public school or public charter school that fails to complete and submit its SHP form to OSSE **on or before Feb. 17** of each year will be out of compliance with Section 602 of the Healthy Schools Act of 2010. The School Health Profile is used by OSSE to inform the School Report Card. Non-compliant schools will not include data from their School Health Profile on their School Report Card.

Section 1: School Profile

This section includes your school's profile information as pulled from OSSE's authoritative database.

1.02 LEA ID *

165

1.03 LEA Name *

Inspired Teaching Demonstration PCS

1.04 School Code *

3064

1.05 School Name *

Inspired Teaching Demonstration PCS

1.06 Ward *

5

1.07 Grades Served *

PreK; K-5; 6-8

Note: Responses are required for questions with an asterisk.

Section 2: Health Services

Recommended point of contact for this section: School Health Professional and School Behavioral Health Professional.

The following section asks your school to provide information on the physical and behavioral health services provided to students, parents, and staff at your school.

2.01 Do you have nursing and/or allied health professional coverage in your school? *

- Yes
 No

Please state the coverage of nursing and/or allied health professional coverage in your school.

Number of full time nurses * 0

Number of part time nurses * 1

Funding Source * Provided by DC Health

Number of full time allied health professionals * 0

Number of part time allied health professionals * 0

2.02 What type(s) of health services does your school offer to students? *

- Access and/or referrals to medical providers through a systematic process
- Prevention materials and resources for chronic diseases
- Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)
- On-site COVID-19 testing
- Prevention materials and resources for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)
- Screening, testing, and/or treatment for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)
- Oral health services (dental screening, cleaning, counseling, etc.)
- Vision screenings
- Hearing screenings

On-site COVID-19 vaccinations and routine pediatric immunizations

2.03 Does your school partner with any outside programs or organizations to provide health services to students?

Yes

No

2.04 Does your school have at least two unexpired undesignated epinephrine auto-injectors? *

Yes

No

2.05 Does your school have at least two employees or agents (outside of the school nurse) who are certified to administer both an undesignated and a designated epinephrine auto-injector during all hours of the school day in case of an anaphylactic emergency?

Yes

No

Please provide the names of AOM (Administration of Medication) certified personnel at your school and when they were certified, if applicable

First Name * Mara

Last Name * Duquette

Email * mara.duquette@inspiredteachingschool.org

Date of Certification * 8/2/2022

First Name * Jessica

Last Name * Hiltabidel

Email * jessica.hiltabidel@inspiredteachingschool.org

Date of Certification * 10/8/2021

2.06 Does your school have an Automated External Defibrillator (AED)?

Yes

No

2.07 Student Access to Period Products (Grades Pre-K3 - Pre-K4, K-5)

Does your school have a dispenser stocked with free period products in at least one student-accessible women's and one gender-neutral bathroom (or if your school does not have a gender-neutral bathroom, then at least one men's bathroom)? *

- At least one Women's bathroom
- At least one Gender-neutral bathroom
- At least one Men's bathroom
- None

Does your school have a poster placed by each dispenser with information on the safe use and disposal of period products? *

- Yes
- No

2.08 Student Access to Period Products (Grades 6-8, 9-12)

Does your school have a dispenser stocked with free period products in each student-accessible women's and gender-neutral bathroom (or if your school does not have a gender-neutral bathroom, then at least one men's bathroom)? Select all that apply. *

- All Women's bathrooms
- All Gender-neutral bathrooms
- At least one Men's bathroom
- None

Does your school have a poster placed by each dispenser with information on the safe use and disposal of period products? *

- Yes
- No

2.09 How many of the following clinical staff are currently employed, work as a contractor, or volunteer at your school?

Licensed Independent Clinical Social Worker (LICSW) *

Yes

No

of Full Time * 1

Funding Source * Self Funded

of Part Time * 0

Funding Source * NA

Licensed Graduate Social Worker (LGSW) *

Yes

No

Licensed Professional Counselor (LPC) *

Yes

No

of Full Time * 1

Funding Source * Provided by DC Health

of Part Time * 0

Funding Source * NA

Licensed Graduate Professional Counselor (LGPC) *

Yes

No

Psychologist *

Yes

No

Psychiatrist *

Yes

No

2.10 Please provide the contact information of your School Behavioral Health Coordinator.

First Name * Jessica

Last Name * Hiltabidel

Email * jessica.hiltabidel@inspiredteachingschool.org

2.11 Does your school provide access to behavioral health services to all enrolled students?

Yes

No

2.12 Does your school partner with any outside programs or organizations to provide behavioral/mental health services to students?

Yes

No

Please identify their name(s) below (including Community Based Organizations, Department of Behavioral Health, etc.). *

Children's National

DC Health

Department of Behavioral Health

Mary's Center

Shield T3

WISE Center - MedStar Georgetown University Hospital

Elaine Ellis Center of Health

Grassroots Project

Hillcrest Children and Family Center

Paving the Way MSI

Other

Specify * AprilMay, Inc.

2.13 Does your school facilitate parent engagement?

Yes

No

2.14 Does your school offer any health and wellness education for parents? *

Yes

No

Which of the following health and wellness education options does your school offer to parents? *

Health risks related education (e.g. managing student asthma, importance of annual well-child visits and routine pediatric immunizations, blood pressure screenings)

Mental/behavioral health education (e.g. stress management, warning signs of youth suicide)

Physical health education (e.g. nutrition or cooking classes, obesity prevention)

Physical activity education (e.g. Zumba, yoga, parent-child exercise classes)

Personal health education (e.g. how to talk to your child about appropriate touch, puberty, healthy relationships, sexual health resources)

COVID-19 risks related education (e.g. mitigation strategies, vaccination, etc.)

Other

2.15 Does your school offer any health and wellness initiatives to staff that contribute to a positive school climate? *

Yes

No

What type of staff wellness initiatives does your school offer that contribute to a positive school climate? *

Organizational structures to support staff wellness (lactation rooms, welcoming break rooms, early dismissal days, opportunities to engage teacher voice and build trusting relationships, etc.)

Staff wellness events (retreats, wellness days, workshops, campaigns, etc.) to promote positive self-care skills like fitness, nutrition, stress management, etc.

Professional development (Trauma informed care, self-care, grief and loss, etc.)

- Mental/Behavioral health services offered through an Employee Assistance Program or partnering community-based organization

Note: Responses are required for questions with an asterisk.

Section 3: Health Education Instruction

Recommended points of contact for this section: Health Education teacher and Physical Education teacher. .

Health Education: Formal, structured health education as defined by the Centers for Disease Control and Prevention consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. Health education instruction of the District of Columbia Health Education Standards (DC Official Code § 38–821.01). The Healthy Schools Act requires an average of 75 minutes of health education per week for grades K - 8 (DC Official Code § 38–824.02).

Health Education Minutes (Grades 1-8): The average number of minutes per week during the school year that a student receives health education instruction. This average should only include time devoted exclusively to health education instruction that utilizes a health-specific curriculum. Do NOT include physical education instruction time in this figure. For this question, please indicate the average number of minutes per week that your school provides health education instruction to each grade level. Average number of minutes of health education instruction per week can range between 0 and 125 minutes.

Note: If your school provides more than 125 minutes of health education instruction in an average week, enter 125. If a student only receives health education for one semester or one quarter, please average the total weekly minutes for the whole school year.

Do you have questions regarding this calculation and need support? If so, please contact OSSE's Division of Health and Wellness here: OSSE.HYDT@dc.gov.

The Office of the State Superintendent of Education (OSSE) is committed to providing technical assistance to schools that do not meet the Health Education minute requirements. Schools that do not meet the required Health Education minutes will receive follow-up support from OSSE.

Health Education Requirement (Grades 9-12): According to the District of Columbia Municipal Regulations, prior to graduation, all students must have one and one half (1.5) Carnegie Units in Health/Physical Education.

Cardiopulmonary Resuscitation (CPR) Training: Cardiopulmonary resuscitation (CPR) is a lifesaving technique that is useful in many emergencies, such as a heart attack or near drowning, in which someone's breathing, or heartbeat has stopped. District of Columbia public and public charter schools that serve grades 9 through 12 shall include cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation. The instruction shall be nationally recognized and based on the most current evidence-based emergency cardiovascular care guidelines for resuscitation, include appropriate use of an automated external defibrillator (AED), and incorporate hands-on practice (DC Official Code § 38–824.02).

3.01 How many teachers instruct only health education in your school? * 0

3.02 How many teachers instruct only physical education in your school? * 0

3.03 How many teachers instruct both health and physical education in your school? * 2

Dual Instructor 1

First Name * Jaleesa

Last Name * Honesty

Email * jaleesa.honesty@inspiredteachingschool.org

Dual Instructor 2

First Name Nsilo

Last Name Abraham

Email nsilo.abraham@inspiredteachingschool.org

3.04 For each grade in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive health education instruction.

Kindergarten * 90

Grade 1 (Minutes/Week) * 90

Grade 2 (Minutes/Week) * 90

Grade 3 (Minutes/Week) * 90

Grade 4 (Minutes/Week) * 90

Grade 5 (Minutes/Week) * 90

Grade 6 (Minutes/Week) * 90

Grade 7 (Minutes/Week) * 90

Grade 8 (Minutes/Week) * 90

3.05 Does your school partner with any outside programs or organizations to supplement the health education topical instruction (including nutrition, alcohol, tobacco and other drugs, sexual health, oral health, etc.)? *

Yes

No

Name of agency or organization

If yes, please specify the name(s) of the partner program or organization below. *

Department of Behavioral Health

- DC Health
- Food Corps
- FRESHFARM Food Prints
- Teen Promise Project
- Grass Roots Project
- Hillcrest Children and Family Center
- Howard University Hospital
- Martha's Table
- Mary's Center
- Other

Specify * Operation Prevention, Overcoming Obstacles

3.08 Does your school teach the following health education topics? Grades: K – 5

Alcohol, Tobacco, and Other Drugs Prevention Education

- Yes
- No

If Yes, what curriculum do you use? NA

Disease Prevention Education

- Yes
- No

If Yes, what curriculum do you use? Quaver Health

Human Body and Personal Health Education

- Yes
- No

If Yes, what curriculum do you use? Quaver Health

Nutrition Education

- Yes
- No

If Yes, what curriculum do you use? Quaver Health

Mental and Emotional Health Education

- Yes
- No

If Yes, what curriculum do you use? Overcoming Obstacles, Quaver Health, Second Step, Dept Health, DESSA

Safety Skills Education

- Yes
- No

If Yes, what curriculum do you use? Quaver Health

Suicide Prevention Education

- Yes
- No

If Yes, what curriculum do you use? Overcoming Obstacles, Dept of Health

3.08 Does your school teach the following health education topics? Grades: 6 - 8

Alcohol, Tobacco, and Other Drugs Prevention Education

- Yes
- No

If Yes, what curriculum do you use? Operation Prevention, Quaver Health

Disease Prevention Education

- Yes
- No

If Yes, what curriculum do you use? Quaver Health

Human Body and Personal Health Education

- Yes
- No

If Yes, what curriculum do you use? Teen Promise, Quaver Health

HIV/STI Prevention Education

- Yes
- No

If Yes, what curriculum do you use? Teen Promise

Nutrition Education

- Yes
- No

If Yes, what curriculum do you use? Quaver Health

Mental and Emotional Health Education

- Yes
- No

If Yes, what curriculum do you use?

Responsive Classroom Advisory, Overcoming Obstacles, Teacher created, Dept of Behavioral Health

Safety Skills Education

- Yes
- No

If Yes, what curriculum do you use? Quaver Health

Suicide Prevention Education

- Yes
- No

If Yes, what curriculum do you use?

Overcoming Obstacles, Quaver Health, Responsive Classroom Advisory, teacher created

Note: Responses are required for questions with an asterisk.

Section 4: Physical Education Instruction

Recommended point of contact for this section: Physical Education Teacher

Physical Activity: For students in grades K-8, it shall be the goal to provide 60 minutes of physical activity per day (DC Official Code § 38–824.01). For students in grades Pre-K3 and Pre-K4, schools shall provide an average of 60 minutes of physical activity per day, with a goal to provide 90 minutes of physical activity per day. (DC Official Code § 38–824.02). For this question, please indicate a daily average between 0 and 135 for grades Pre-K3 and Pre-K4.

Physical Education Minutes: The Healthy Schools Act sets requirements for physical education and physical activity by grade band. For students in grades K - 5, schools shall provide an average of 90 minutes of physical education per week, with a goal to provide an average of 150 minutes per week. For students in grades 6 - 8, schools shall provide an average of 135 minutes of physical education per week, with a goal to provide an average of 225 minutes per week. At least 50 percent of physical education time shall be spent-on-moderate to vigorous physical activity (movement resulting in substantially increased heart rate and breathing). (DC Official Code § 38–824.02).

The Office of the State Superintendent of Education (OSSE) is committed to providing technical assistance to schools that do not meet the Physical Education minute requirements. Schools that do not meet the required Physical Education minutes will receive follow-up support from OSSE.

Moderate-to-Vigorous Physical Activity Minutes: For students in grades K – 8, at least 50 percent of physical education time shall be spent on moderate-to-vigorous physical activity (DC Official Code § 38–824.02). For this question, please indicate a weekly average between 0 and 225 for grades K – 5, and a weekly average between 0 and 300 for grades 6-8.

Recess and Outdoor Physical Activity: Schools shall provide recess and outdoor physical activity for all students on a daily basis (weather and space permitting). For students in grades K – 8, it shall be the goal to provide at least one recess of at least 20 minutes per day. For students in grades Pre-K3 and Pre-K4, schools shall be the goal to provide at least two 20-minute sessions of outdoor physical activity per day (DC Official Code § 38–824.02).

4.01 For each grade span in your school, please indicate the average number of minutes per week during the regular instructional school week that a student receives physical education instruction. This does NOT include recess or after school activities.

Grades: K – 5 Minutes/Week * 99

Grades: 6 - 8 Minutes/Week * 145

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

Grades: K – 5 * Quaver Health/PE; supplemented with teacher created content

Grades: 6 - 8 * Teacher created supplemented by Quaver Health

4.03 Within the physical education course during the regular instructional school week, how much time is devoted to actual moderate-to-vigorous physical activity?

Grades: K – 5 *

Less than 50%

50% or more

Grades: 6 - 8 *

Less than 50%

50% or more

4.04 Please indicate the average number of minutes per day of physical activity offered for pre-K3 and pre-K4 students: * 75

Please indicate the number of sessions of outdoor physical activity per day 1.5

Please indicate the average minutes per session of outdoor physical activity per day 50

4.05 How many minutes per day do students get recess on average?

Grades: K – 5 * 30

Grades: 6 - 8 * 30

4.06 What strategies does your school use, during or outside of regular school hours, to promote physical activity? *

- Active Recess
- Movement in the Classroom
- Walk to School
- After-School Activities
- Athletic Programs
- Safe Routes to School
- Bike to School
- Playground/field on school campus
- Before-School Activities
- Playground/field off of school campus
- Reward for student achievement or good behavior
- Shared Use Agreement with organizations providing physical activity outside of normal school day
- Gardening

Dancing or Dance Program

Other

Note: Responses are required for questions with an asterisk.

Section 5: School Nutrition and Local Wellness Policy

Recommended points of contact for this section: Food Services Director or Manager, Principal and Chair of School Wellness Council/Committee.

Good Food Purchasing Program (GFPP): Public schools, public charter schools, and participating private schools are strongly encouraged to procure food in a manner consistent with the GFPP's core values established by the Center for Good Food Purchasing. (DC Official Code § 38–822.01.c) They include:

- (A) Local economics;
- (B) Nutrition;
- (C) Valued workforce;
- (D) Environmental sustainability; and
- (E) Animal welfare.

5.01 Does your school operate a share table? *

- Yes
- No

Please indicate the type of share table *

- Refrigerated
- Unrefrigerated

5.02 Is cold, filtered water available to students during meal times? *

- Yes
- No

5.03 How many vending machines are available to students? * 0

What items are sold from student vending machines?

- 100% fruit and/or vegetable juice
- Regular chips, pretzels and snack mixes
- Baked chips, lower calorie and/or fat snacks
- Sodas and/or fruit drinks
- Fresh fruits and/or non-fried vegetables

- Whole grain products
- Milk and dairy products
- Water
- Fruit snacks

5.04 Does your school have a school store?

- Yes
- No

5.05 Does your school serve breakfast via an alternative serving model? *

- Yes
- No

Select all alternative serving models in operation. *

- Breakfast in the Classroom (BIC)
- Grab n Go (in-school)
- Second Chance Breakfast

5.06 Does your school choose to procure foods in a manner consistent with the Good Food Purchasing Program's (GFPP) five core values (local economies, nutrition, valued workforce, environmental sustainability, and animal welfare)? *

- Yes
- No
- I have never heard of GFPP

If yes, which of the recommended steps of the GFPP has your school completed? *

- Have not started
- Learning about GFPP
- Measuring school baseline through a baseline assessment

- Identifying goals and developing an action plan
- Improving impact and tracking progress
- Institutionalizing GFPP goals
- Celebrating success

School GFPP contact

First Name * Mara

Last Name * Duquette

Email * mara.duquette@inspiredteachingschool.org

First Name NA

Last Name NA

Email NA

5.07 Does your school have a local wellness committee or school health council/team? *

Yes

No

Note: Responses are required for questions with an asterisk.

Section 6: Distributing Information

Recommended points of contact for this section: Principal, Business Manager and Director of Operations.

Vegetarian Food Option: Food or beverages that are: (a) free of meat, poultry, and seafood; and/or (b) utilize a meat alternative recognized by the United States Department of Agriculture as a meat alternate free of meat, poultry, and seafood for the purposes of the National School Lunch Program. Schools shall have a vegetarian food optional available for students as a main course for breakfasts and lunches. Schools shall clearly label vegetarian food options and rotate the main course vegetarian food option to avoid repetition (DC Official Code § 38–822.01).

6.01 How and to whom are the following items distributed at your school?

LEA's Local Wellness Policy *

- School website
- School cafeteria or eating areas
- To foodservice staff
- To students
- Upon request
- School main office
- To parent/teacher organization
- To administrators
- This information is not available for distribution

- School does not have a Local Wellness Policy

School Menu for Breakfast and Lunch *

- School website
- School cafeteria or eating areas
- To foodservice staff
- To students
- Upon request
- School main office

- To parent/teacher organization
- To administrators
- This information is not available for distribution
- School does not have a school menu

Nutritional Content of Each Menu Item *

- School website
- School cafeteria or eating areas
- To foodservice staff
- To students
- Upon request
- School main office
- To parent/teacher organization
- To administrators
- This information is not available for distribution
- School does not have nutritional content of menu items

Ingredients of Each Menu Item *

- School website
- School cafeteria or eating areas
- To foodservice staff
- To students
- Upon request
- School main office
- To parent/teacher organization
- To administrators

This information is not available for distribution

School does not have ingredients of menu items

Information on where fruits and vegetables served in school are grown and whether growers are engaged in sustainable agriculture practices *

School website

School cafeteria or eating areas

To foodservice staff

To students

Upon request

School main office

To parent/teacher organization

To administrators

This information is not available for distribution

School does not have this information

6.02 Do you offer vegetarian options at your school? *

Yes

No

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

Yes

No

How are vegetarian food options made available to students at your school?

Veg food options are available at Breakfast

Veg food options are rotated daily to avoid repetition

Veg food options are available at Lunch

- Veg food options are clearly labeled or identified
- Veg accommodations available through formal process or upon request

6.03 Are milk alternatives, such as soy milk, rice milk, lactose free milk, etc., available at your school? *

- Yes
- No

Are students and parents informed about the availability of milk alternatives? *

- Yes
- No

Section 7: Environment

Recommended points of contact for this section: Principal and Lead Science Teacher.

Data from the School Health Profile will be used to complete the Environmental Literacy Indicator Tool, a biennial survey used to determine progress on environmental literacy goals in the Chesapeake Bay Watershed Agreement. In the future, compiled results will be available on the chesapeakebayprogress.com website.

7.01 Does your school have an outdoor learning space? *

- Yes
 No

How many students are exposed to 10 or more hours of outdoor learning per school year? * 520

How is your outdoor learning space used?

Instruction

- English
 Art
 Math
 Music
 Science
 Physical Education
 Social Studies
 Health Education
 Other

School Meals

- Breakfast
 Lunch
 Fresh Fruit and Vegetable Program (FFVP)
 Snack

Supper

Other

Social Development

Morning Meetings

After-School Activities

Student Activity Club Meetings

Wellness Breaks

Educator Wellness Programs

Other

Outdoor learning coordinator(s):

First Name * Jessica

Last Name * Jones

Email * jessica.jones@inspiredteachingschol.org

First Name NA

Last Name NA

Email NA

7.02 Does your school currently have a School Garden? *

Yes

No

Garden Contact

First Name * Sarah

Last Name * Gladkov-Shachar

Email * sarah.gladkov-shachar@inspiredteachingschool.org

First Name NA

Last Name NA

Email NA

7.03 Did any of your classes or student groups attend a farm field trip this year? *

Yes

No

7.04 Does your school offer an Environmental Science Class? *

Yes

No

7.05(a) Please select the environmental literacy topics currently addressed in your school. Grades: K – 5

Air (e.g., quality, climate change)

Yes

No

Curriculum FOSS; TCI

Course GenEd science

Water (e.g., stormwater, rivers, aquatic wildlife)

Yes

No

Curriculum FOSS; TCI

Course GenEd Science

Resource Conservation (e.g., energy, waste, recycling)

Yes

No

Curriculum FOSS; TCI

Course GenEd Science

Health (e.g., nutrition, gardens, food)

Yes

No

Curriculum FOSS; TCI

Course GenEd Science

Land (e.g., plants, soil, urban planning, terrestrial wildlife)

Yes

No

Curriculum FOSS; TCI

Course GenEd Science

7.05(b) Please select the environmental literacy topics currently addressed in your school. Grades: 6-8

Air (e.g., quality, climate change)

Yes

No

Curriculum Open SciEd; FOSS

Course GenEd Science

Water (e.g., stormwater, rivers, aquatic wildlife)

Yes

No

Curriculum Open SciEd; FOSS

Course GenEd Science

Resource Conservation (e.g., energy, waste, recycling)

Yes

No

Curriculum Open SciEd; FOSS

Course GenEd Science

Health (e.g., nutrition, gardens, food)

Yes

No

Curriculum Open SciEd; FOSS

Course GenEd Science

Land (e.g., plants, soil, urban planning, terrestrial wildlife)

Yes

No

Curriculum Open SciEd; FOSS

Course GenEd Science

7.06 Which of the following groups in your school participated in environmental education (EE) learning experiences provided by outside organizations or agencies?

Teachers of Grades K – 5 *

Yes

No

Who was the provider? *

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)

- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other

Teachers of Grades 6 – 8 *

- Yes
- No

Who was the provider? *

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)
- Federal Program (e.g., Smithsonian Institution)
- Other

Administrators *

- Yes
- No

Who was the provider? *

- Informal EE organization (e.g., Anacostia Watershed Society)
- Higher Education (e.g., University of the District of Columbia)
- Local Education Agency (e.g., DC Public Schools)
- State Education Agency (OSSE)
- Other District Agency (e.g., DC Department of Energy & Environment)

- Federal Program (e.g., Smithsonian Institution)
- Other

7.07 For each grade at your school, please indicate the level of participation in Meaningful Watershed Educational Experiences (MWEE).

Grades: K – 5 *

- A system wide Meaningful Watershed Educational Experience is in place.
- Some classes participated in a Meaningful Watershed Educational Experience.
- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

Please describe (i.e., grade, description of unit, partnerships, etc.): *

Partnerships with Chesapeake Bay Foundation and Anacostia Watershed Society, units on microplastics in water, biodiversity

Grades: 6 – 8 *

- A system wide Meaningful Watershed Educational Experience is in place.
- Some classes participated in a Meaningful Watershed Educational Experience.
- No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

Please describe (i.e., grade, description of unit, partnerships, etc.): *

Partnerships with Chesapeake Bay Foundation and Anacostia Watershed Society, units on microplastics in water, biodiversity

7.08 Does your school implement any practices related to sustainable, green schools? *

- School-wide Recycling Program
- Lead testing of water
- On-site Composting
- LEED Certification Type
- Project Learning Tree Green Schools
- National Wildlife Federation Eco-Schools

- Environmentally friendly cleaning products
- Landscaping with native plants
- Stormwater reduction efforts (i.e., rain barrels, cisterns, rain gardens)
- Other
- None of these

LEED Certification Type Gold

7.09 What type of recycling hauling services does your school receive? *

- Cardboard only
- Paper and cardboard only
- Mixed recyclables (plastic, metals, glass) only
- Co-mingled paper, cardboard, and mixed recyclables together (“single-stream”)
- Organics
- Other
- None of these

7.10 Does your school compost? *

- Yes, we participate in an organics recycling (off-site composting) program
- Yes, on-site outdoors (e.g. in garden)
- Yes, on-site indoors (e.g. worm bin in classroom)
- Other
- No, we don't compost

7.11 Does your school promote the Environmental Protection Agency’s Indoor Air Quality Tools for Schools Program to reduce exposure to environmental factors that impact asthma among children and adults in public schools? *

- Yes
-

No

7.12 Does your school purchase environmentally friendly cleaning supplies? *

Yes

No

7.13 Does your school cleaning/maintenance staff follow green cleaning procedures? *

Yes

No