



Healthy Youth and Schools Commission

November Quarterly Meeting

Quarterly Commission Meeting
Nov. 7, 2018

Jeff Travers
Chairman of the Commission



Welcome



Agenda

- **Welcome and Introductions**
- **Recap the Previous Commission Meeting**
 - Approval of Minutes
- **Update on Healthy Youth and Schools Commission**
 - Approval of 2019 HYSC Public Meeting Dates
- **Update from OSSE**
 - General Announcements
 - Health and Wellness Personnel Update
- **Update from the Physical Activity Subcommittee**
- **Legislative Update**
 - Healthy Students Amendment Act of 2018
 - LGBTQ Health Data Collection Amendment Act of 2018
 - Student Safety and Consent Education Act of 2018
 - School Safety Act of 2018
 - Student Certificate of Health Amendment Act of 2018
- **Environmental Literacy Presentation**
- **Comments from Commissioners on Current Work**
- **Closeout and Priorities for Next Meeting**



Recap Previous Commission Meeting

Jeff Travers, Chairman

Healthy Youth and Schools Commission



Recap Previous Commission Meeting

- August Quarterly Meeting
 - Date: Wednesday, Aug. 22, 2018
 - Main topics covered:
 - Mental Health Services for Students
 - DCPS and AppleTree Presentations
 - Mental Health Services for Staff
 - DCPS and AppleTree Presentations
 - Comments on current work of the School Social Work Association
 - Approval of minutes



Update on Healthy Youth and Schools Commission

Jeff Travers, Chairman

Healthy Youth and Schools Commission



Approval of 2019 HYSC Public Meeting Dates

- Proposed public meeting dates for 2019:
 - Wednesday, Feb. 27, 2019
 - Wednesday, May 22, 2019
 - Wednesday, Aug. 28, 2019
 - Wednesday, Nov. 20, 2019
- Proposed public meeting time and location:
 - 3:00-5:00pm at Office of the State Superintendent of Education



Update from OSSE

Heidi Schumacher, Assistant Superintendent

Office of the State Superintendent of Education

Kyle Flood, Manager of Policy and Compliance

Office of the State Superintendent of Education



Update from OSSE

- General Announcements
 - Afterschool Meals
 - Cafeteria Staff Training Grant
 - National School Lunch Week
 - Growing Healthy Schools Month
- Health and Wellness Personnel Update



DC Project AWARE

OSSE to receive \$8.8 million in funding over the next 5 years as a member of the second cohort of SAMHSA's Project Advancing Wellness and Resilience Education (AWARE)

The DC AWARE program will leverage and build upon the District's Comprehensive School Mental Health Plan to:

- build an integrated service delivery model reaching at least 11,000 youth
- implement comprehensive training opportunities reaching at least 1,500 educators and administrators
- engage the voices of youth and families in evidence-based, culturally-responsive and developmentally-appropriate mental health infrastructure design and implementation.



DC Project AWARE Phase 1 Schools

DCPS	Friendship PCS	KIPP DC PCS
Ballou HS Henley ES LaSalle Backus EC Luke C. Moore HS Washington Metropolitan HS	Collegiate HS Southeast Academy Tech Prep MS Tech Prep HS	Benning Campus: Key Academy LEAP Academy Promise Academy Smilow Campus: Arts & Tech Academy Quest Academy Valor Academy



Update from Physical Activity Subcommittee

Bill Dietz, Commissioner

Healthy Youth and Schools Commission,
Physical Activity Subcommittee



Legislative Update

Kyle Flood, Manager of Policy and Compliance

Office of the State Superintendent of Education (OSSE)



Pending Legislation

- Healthy Students Amendment Act of 2018
- Student Safety and Consent Education Act of 2018
- School Safety Act of 2018
- LGBTQ Health Data Collection Amendment Act of 2018
- Student Certificate of Health Amendment Act of 2018



Healthy Students Amendment Act of 2018

- Public hearing held in Nov. 2017
 - 30-40 public witnesses
 - OSSE and DCPS testified as government witnesses
- Voted out of Education Committee in Oct. 2018, sent to Committee of the Whole



Section 101: Definitions

- **Healthy Students Amendment Act of 2018**
 - Proposes to add definitions for *alternative serving model*, *animal product*, *breakfast in the classroom*, *Good Food Purchasing Program (GFPP)*, *health education*, *physical activity*, *physical education*, *plant-based food option*, and *vegetarian food option*.



Section 102: Establishment of the Healthy Schools Fund

- **Healthy Students Amendment Act of 2018**
 - Proposes increasing breakfast reimbursement to \$.20 per-meal reimbursement for breakfast and maintain \$.10 per-meal reimbursements for lunch meals that meet HSA requirements.
- **Fiscal Year 2019 Budget Support Act of 2018**
 - Amended physical activity, school kitchen equipment, and school cafeteria staff training grants to be more flexible for recipients (addition of “other organizations”) and the grant types (addition of “formula or competitive”).



Section 102: Establishment of the Healthy Schools Fund

- **Healthy Students Amendment Act of 2018**
 - Proposes removing \$7 one-time per-student subsidy for schools offering breakfast in the classroom, adding \$2 annual per-student subsidy for schools that implement an approved alternative breakfast serving model. Schools shall use funds to purchase equipment and supplies needed to operate the alternative breakfast serving model.



Section 201: General Goals and Standards

- **Healthy Students Amendment Act of 2018**

- Proposes to require schools to provide meals with a vegetarian food option as the main course for breakfast and lunch every day at all grade levels; rotate the vegetarian main course option daily to avoid repetition; and clearly label or identify meals that contain only vegetarian food options.
- Proposes to reasonably accommodate religious or non-medical dietary restrictions.
- Proposes to strongly encourage plant-based food options as the main course for breakfast and lunch every day.
- Proposes to strongly encourage schools to procure food in a manner consistent with the Good Food Purchasing Program's core values.



Section 203: Additional Requirement for Public Schools

- **Healthy Students Amendment Act of 2018**
 - Maintain requirement that all schools with 40 percent of students who qualify for free and reduced-price meals offer alternative breakfast serving models each day (excluding schools with 75 percent or more breakfast participation rate). Utilizing new alternative breakfast model definition.
 - Maintains breakfast in the classroom requirement for elementary schools.



Section 203: Additional Requirement for Public Schools

- **Healthy Students Amendment Act of 2018**
 - Proposes to add requirement that OSSE grant a waiver to elementary schools required to serve breakfast in the classroom for one year of one school year if the school submits a written action plan to OSSE showing a strategy to utilize an alternate serving model that will enable the school to reach 75 percent breakfast participation.
 - Elementary schools that are granted waivers must show annual incremental progress toward meeting 75 percent participation or return to breakfast in the classroom.



Section 204: Central Kitchen

- **Healthy Students Amendment Act of 2018**

- Proposes to add requirement that by May 1, 2019, Office of Planning shall submit a report to the mayor and DC Council describing best practices for developing a central kitchen facility in the District and include practices to: (1) Prepare, process, grow, and store healthy and nutritious foods for schools and nonprofit organizations; (2) Support nutrition education programs; and (3) Provide job-training programs for students and District residents.
- Additionally, report shall: (1) Include research and case studies on central kitchen facilities in other jurisdictions; (2) Identify what agency or agencies should design, build, and manage a central kitchen facility; and (3) Consider how a central kitchen facility could serve other facilities that serve meals, such as child development centers, senior centers, recreation centers, and corrections facilities.



Section 205: Public Disclosure

- **Healthy Students Amendment Act of 2018**

- Proposes that food service providers shall provide the following to OSSE:

- (1) The menu for each breakfast and lunch meal served;
- (2) The nutritional content of each menu item;
- (3) The ingredients for each menu item if requested by parents and legal guardians; and
- (4) The location where fruits and vegetables served in schools are grown and processed and whether growers are engaged in sustainable agriculture practices.



Section 208: Free Summer Meals Program Study

- **Healthy Students Amendment Act of 2018**
 - Proposes requirement that OSSE and Department of Parks and Recreation (DPR) shall submit a joint study to the mayor and DC Council on Jan. 1, 2020 regarding strategies for increasing participation in the DC Free Summer Meals Program.



Section 301b: Good Food Purchasing Program (GFPP)

- **Healthy Students Amendment Act of 2018**

- Proposes requirement that before December 31, 2019, DCPS shall conduct a GFPP baseline assessment to determine how it can better meet the GFPP core values. Before December 31, 2020, DCPS shall use findings from the assessment to increase food procurement consistent with the GFPP and complete a follow up assessment to demonstrate progress toward GFPP core values.



Section 401: Physical Activity Goals

- **Healthy Students Amendment Act of 2018**
 - Proposes addition of before-school and after-school activities, shared use agreements, classroom instructional and classroom instructional breaks, and physical activity as a reward for students to the list of ways schools can maximize physical activity.



Section 402: Physical and Health Education Requirements

- **Healthy Students Amendment Act of 2018**
 - Proposes to amend requirement so that schools strive to schedule physical education classes for all students on a weekly basis throughout the full school year as follows:
 - 150 minutes of physical education per week for grades K-5
 - 225 minutes of physical education per week for grades 6-8
 - Proposes that a school shall submit an action plan (detailing efforts to increase the time) to OSSE before the beginning of the following school year if that school offers:
 - less than 90 minutes per week of physical education for grades K-5
 - less than 135 minutes per week of physical education for grades 6-8



Section 402: Physical and Health Education Requirements

- **Healthy Students Amendment Act of 2018**

- Proposes to amend requirement that at least 50 percent of physical education class time shall be devoted to moderate-to-vigorous physical activity.
- Reinforces requirements for adapted physical education and/or supplementary aids for students with special needs that preclude them from participating in regular physical education instruction, as required by Section 504 of the Rehabilitation Act of 1973.



Section 402: Physical and Health Education Requirements

- **Healthy Students Amendment Act of 2018**

- Proposes to add requirement that schools shall provide 45 minutes of moderate-to-vigorous physical activity per day for pre-K3 and pre-K4, with a goal of 90 minutes of physical activity, and provide at least two 20-minute sessions of outdoor physical activity per day, weather and space permitting.
- Schools that provide less than 45 minutes of moderate-to-rigorous physical activity per day for Pre-K3 and Pre-K4 shall submit an annual action plan to OSSE.



Section 601: Local Wellness Policies

- **Healthy Students Amendment Act of 2018**
 - Proposes to grant OSSE the authority to deem a school ineligible for HSA grants if the school has a local wellness policy that does not conform to the standards or is found not to comply with its local wellness policy.



Section 602: School Health Profiles

- **Healthy Students Amendment Act of 2018**
 - Proposes to grant OSSE the authority to deem a school ineligible for HSA grants if the school does not conform to School Health Profile requirements.



Section 701: Establishment of the Healthy Youth and Schools Commission

- **Healthy Students Amendment Act of 2018**
 - Proposes to add requirement that Commissioners shall participate in OSSE's grant review process to award grants under the Healthy Schools Fund.



Student Safety and Consent Education Act of 2018

- **Public hearing held on November 1, 2018**
- The Act requires the following beginning in the 2019-20 school year:

All Public and Private Schools in DC

- Adopt and implement a policy to prevent and address peer-to-peer sexual harassment, sexual assault, and dating violence among students
- Provide staff training on identifying and responding to reports of sexual harassment
- Provide instruction to students on sexual harassment, sexual assault, or dating violence
- Provide information and training to parents on recognizing warning signs

DCPS and Public Charter Schools

- Provide age-appropriate instruction on consent

OSSE

- Consult with schools, direct services providers, mental health professionals, community partners, parents and youth to develop a model policy that schools may adopt
- Develop, maintain, and make available to schools a list of training resources
- Update the Health Education Standards to include meaning of consent, boundary setting and respect for others' boundaries, and healthy relationships



School Safety Act of 2018

- **Public hearing held on November 1, 2018**
- The Act requires the following beginning in the 2019-20 school year:

All Public and Private Schools in DC

- Adopt and implement a policy to prevent and address child sexual abuse
- Train all staff on child sexual abuse
- Provide instruction for all students on recognizing and reporting child sexual abuse
- Provide information and training for parents about child sexual abuse

DCPS and Public Charter Schools

- Conduct criminal background checks
- Contact all former employers to identify sexual misconduct allegations that did not result in a criminal conviction
- Cross-reference with the child abuse and neglect registry of any state or jurisdiction where the individual has lived or worked
- Cross-reference with the National Association of State Directors of Teacher Education and Certification Clearinghouse
- Maintain a record of any allegation of sexual misconduct or failure to report child abuse

OSSE

- Consult with schools, direct services providers, mental health professionals, community partners, child advocacy organizations, parents and youth to develop a model policy that schools may adopt
- Develop, maintain, and make available to schools a list of training resources



LGBTQ Health Data Collection Amendment Act of 2018

- **Public hearing held in October 2018**
- **Voted out of Education Committee, sent to Committee of the Whole**
- **Requirements of DC Health**
 - Participate in the Behavioral Risk Factor Surveillance System (BRFSS)
 - Include questions related to sexual orientation, gender identity, and gender expression
 - Annually publish a comprehensive report on the health of the District's LGBTQ community in coordination with the Office of Gay, Lesbian, and Transgender Affairs, including BRFSS data at least once every three years
- **Requirements of OSSE**
 - Required public and public charter school participation in the Youth Risk Behavior Survey (YRBS)
 - Include sexual orientation in pilot school climate survey report
 - Include questions related to sexual orientation, gender identify, and gender expression
 - Publish a YRBS report which shall differentiate the prevalence of health-related risk behaviors, chronic health conditions, and use of preventive services among the LGBTQ youth population and the general youth population.



OSSE YRBS Background and Results

- DC has administered YRBS since 1999, with OSSE taking ownership in 2007
- OSSE administers YRBS using census model, with an attempt to reach all District middle and high school students.
 - 2017 DC YRBS: 91 schools and 17,377 students surveyed
 - Currently, DCPS requires all middle and high schools to participate; public charters are not required but are strongly encouraged by OSSE
 - OSSE will make questionnaire available in Spanish in 2019
- History of YRBS LGBTQ questionnaire in DC
 - OSSE has included questions regarding sexual orientation since 2007 and transgender identity since 2010, well in advance of CDC standards
 - OSSE will add question on gender expression in 2019
- Selection of questionnaire
 - 2/3 of the DC YRBS are CDC standard questions; 1/3 are selected from a CDC optional questionnaire list or created by OSSE
 - OSSE collects feedback from stakeholders and School-Based Health Data Working Group when selecting questions



OSSE YRBS Background and Results

- **2017 DC YRBS LGBTQ Results**
- Suicide: Transgender
 - 47.1% high school transgender students seriously considered suicide, compared to 14.8% not transgender
 - 48.5% high school transgender students made a plan for suicide, compared to 14.5% not transgender
 - 44.9% high school transgender students attempted suicide, compared to 14.6% not transgender
- Suicide: LGB
 - 33.0% high school LGB students seriously considered suicide, compared to 12.0% heterosexual students
 - 29.2% high school LGB students made a plan for suicide, compared to 12.8% heterosexual students
 - 31.0% high school LGB students attempted suicide, compared to 12.6% heterosexual students



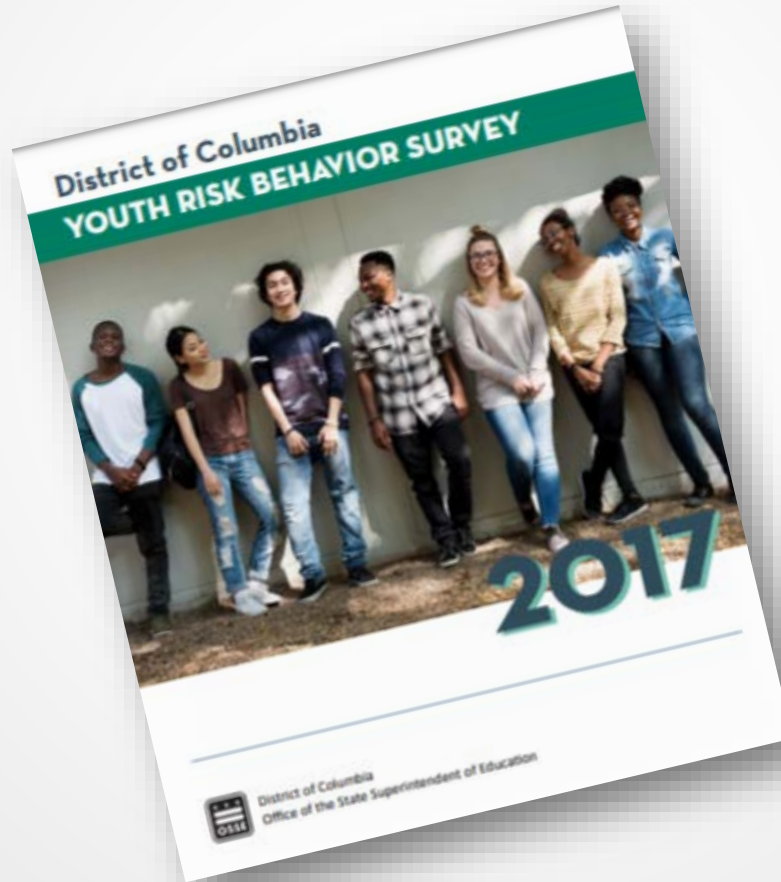
OSSE YRBS Background and Results

- **2017 DC YRBS Results Continued**
- Dating Violence: Transgender
 - Transgender high schoolers 2.9 times as likely to experience dating violence.
 - Transgender high schoolers are 3.6 times as likely to have been raped.
- Safety and Violence: LGB
 - LGB high school students are more likely than heterosexual students to:
 - Miss school because feel unsafe (16.5% LBG; 8.1% heterosexual)
 - Be threatened on school property (17.1% LGB; 7.7% heterosexual)
 - Carry a weapon such as gun, knife, or club (24.1% LGB; 17.5% heterosexual)
- Drugs and Alcohol: LGB
 - LBG high school students are more likely than heterosexual students to:
 - Have recently consumed alcohol (32.0% LGB; 18.2% heterosexual)
 - Have recently smoked marijuana (46.7% LGB; 30.5% hetero)
 - Have ever used heroin (8.7% LGB; 4.0% hetero)



OSSE YRBS Background and Results

- OSSE supports the **LGBTQ Health Data Collection Amendment Act of 2018**
- OSSE is committed to always including LGBTQ questions on the YRBS





- Public hearing was on June 22, 2018
 - 2 public witnesses
 - DC Health testified as government witness
- With the Committee on Health
- No other updates.



Environmental Literacy

Grace Manubay, Environmental Literacy Coordinator
Office of the State Superintendent of Education (OSSE)



What is Environmental Literacy?

- Environmental literacy is the development of knowledge, attitudes, and skills necessary to make informed decisions concerning the relationships among natural and urban systems.





An environmentally literate person...

- Can discuss and describe the ecological and environmental systems and human impact on these systems;
 - Engages in hands-on, outdoor learning experiences that involve discovery, inquiry, and problem-solving;
 - Is able to question and analyze information pertaining to his or her surrounding environment; and
 - Has the capacity to take actions that respect, restore, protect, and sustain the health and well-being of human communities and environmental systems.
-



What guides environmental literacy in DC?

- Local Legislation: Healthy Schools Act of 2010
 - OSSE required to have School Garden and Environmental Literacy Programs
- Mayoral Commitments:
 - Sustainable DC Plan (currently being updated)
 - Goal to ensure all school-age children are educated in sustainability and prepared for a changing green economy
 - Chesapeake Bay Watershed Agreement
 - Environmental literacy goals related to student engagement and sustainable schools
 - US Green Ribbon Schools recognition (US Dept of Ed)



DC Environmental Literacy Plan

- How the state agencies will measure the environmental literacy of students
- Content standards
- Programs for professional development of teachers
- A relationship between the plan and graduation requirements
- Implementation plans
- Specific stakeholders who will be involved in its creation and review



Implementation Progress (2018)

- 203 of 240 District schools report environmental education is taking place in their schools
- 82% of DCPS and 46% of charter schools offer Environmental Science or AP Environmental Science
- Six schools and one university have Green Ribbon Schools recognition
- 52% of District schools have active school gardens
- DCPS and 47 charter LEAs include an environmental sustainability section in Local Wellness Policy



Opportunities for Collaboration with Schools

- Aligning with curriculum mandates
 - Next Generation Science Standards (NGSS) adoption and implementation
 - DCPS Cornerstones
- Environmental Literacy Leadership Cadre
- OSSE grants and other funding



Resources: BY DC Teachers FOR DC Teachers

Environmental Literacy Framework

for the District of Columbia

Environmental literacy is the development of knowledge, attitudes, and skills necessary to make informed decisions concerning the relationships between natural and urban systems.



Engage



Explain



Explore



Extend

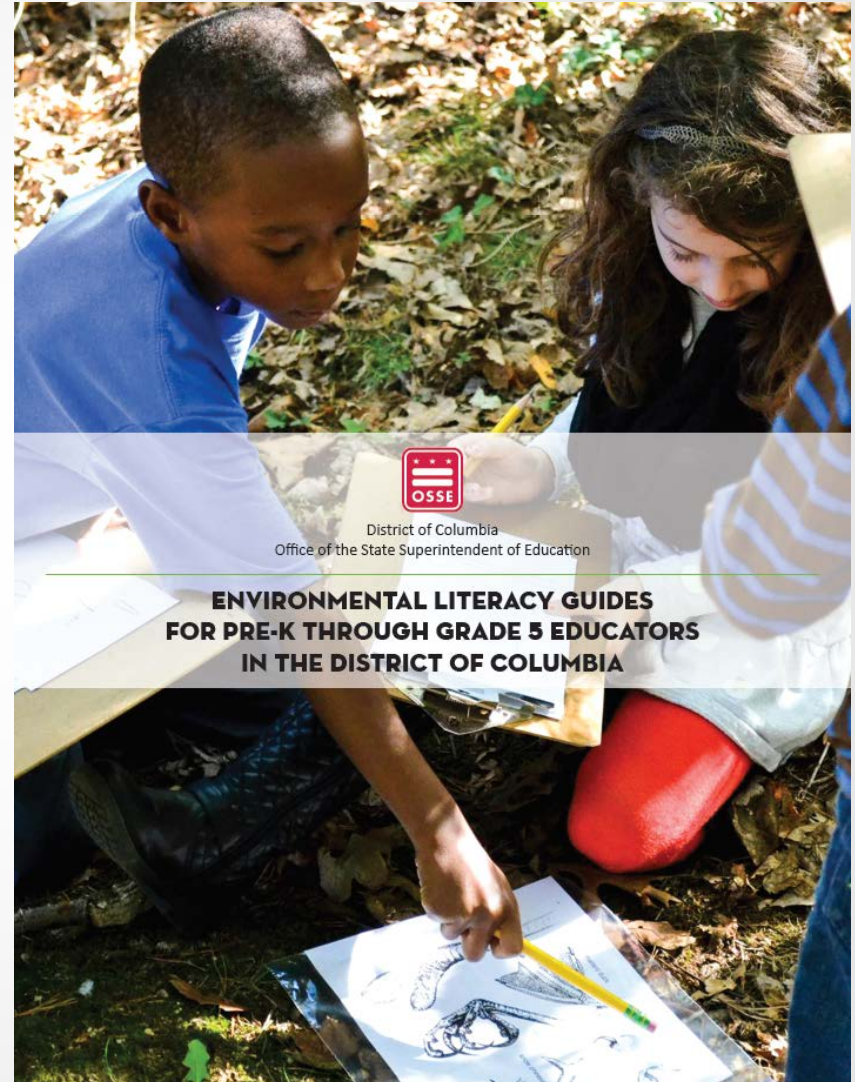


Elaborate

An environmentally literate* person:

- can discuss and describe ecological and environmental systems and human impacts on these systems;
- engages in hands-on, outdoor learning experiences that involve discovery, inquiry, and problem solving;
- is able to question and analyze information pertaining to his or her surrounding environment; and
- has the capacity to take actions that respect, restore, protect, and sustain the health and well-being of human communities and environmental systems.

*as defined in the DC Environmental Literacy Plan adopted 2014



District of Columbia
Office of the State Superintendent of Education

**ENVIRONMENTAL LITERACY GUIDES
FOR PRE-K THROUGH GRADE 5 EDUCATORS
IN THE DISTRICT OF COLUMBIA**



Curricular Units/Instructional Sequences



CONTACT | District of Columbia Office of the State Superintendent of Education

SCHOOL PROFILES - CLASSROOMS - EARLY CHILDHOOD - CHILD CARE FINDER - NEXT GENERATION ASSESSMENTS

- Our Students
- Instruction
- Standards
- Resource Library

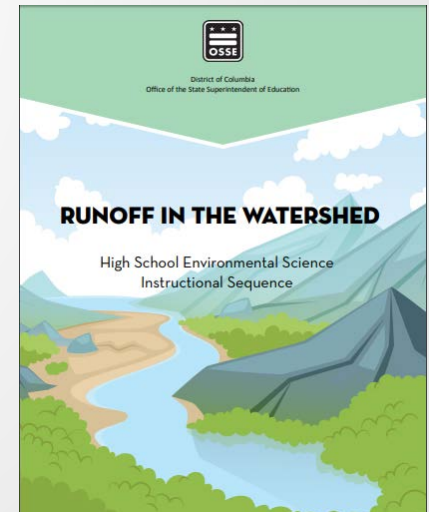
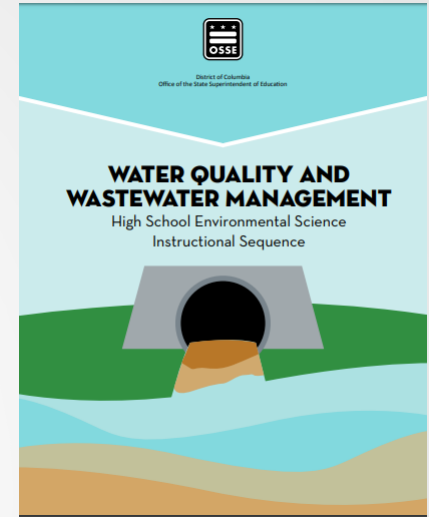
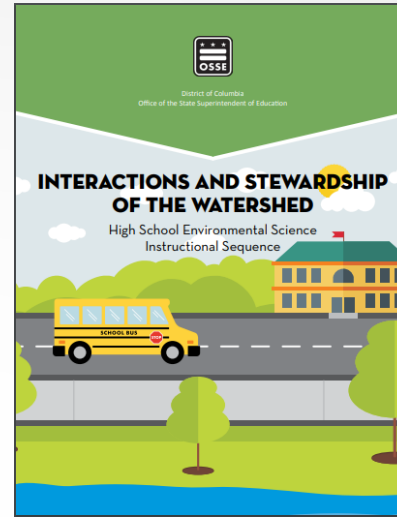
Environmental Literacy Grade Level Units

Document | Author: Office of the State Superintendent of Education | 2015

SHARE

The nine draft curriculum units, intended for field testing, are recommended resources for school-based environmental literacy implementation plans and Next Generation Science Standards. The drafts will be evaluated over the course of the 2015-2016 school year and refined according to the Achieve EQUIP rubric.

- DOWNLOAD EARLY CHILDHOOD: THE WORLD AROUND US (SCIENTIFIC INQUIRY)
- DOWNLOAD GRADE 1: PATTERNS AND GROWTH (LIFE SCIENCE & EARTH AND SPACE SCIENCE)
- DOWNLOAD GRADE 3: WHAT'S FOR DINNER? (LIFE SCIENCE & PHYSICAL SCIENCE)
- DOWNLOAD GRADE 6: EARTH AND HUMAN ACTIVITY (EARTH SCIENCE)
- DOWNLOAD GRADE 7: ECOLOGY (LIFE SCIENCE)
- DOWNLOAD GRADE 8: ENERGY IN MY EVERY DAY LIFE (PHYSICAL SCIENCE)
- DOWNLOAD GRADE 9: OUR CHANGING PLANET (ENVIRONMENTAL SCIENCE & EARTH SCIENCE)
- DOWNLOAD HIGH SCHOOL BIOLOGY: ENVIRONMENTAL FOOTPRINT
- DOWNLOAD HIGH SCHOOL CHEMISTRY: EVALUATING PROPOSED SOLUTIONS IN DC'S SUSTAINABILITY PLAN





Science Cornerstones: Curriculum Connections



Cornerstone Seeds Matrix: Science

Grade/Course	Cornerstone 1	Cornerstone 2	Cornerstone 3	Cornerstone 4
K	N/A	N/A	N/A	EiE Unit: Thinking Inside the Box: Designing Plant Packages
1	N/A	EiE Unit: Just Passing Through: Designing Model Membranes	N/A	N/A
2	EiE Unit: The Best of Bugs: Designing Hand Pollinators	N/A	N/A	N/A
3	N/A	EiE Unit: A Stick in the Mud: Evaluating a Landscape	N/A	N/A
4	N/A	N/A	N/A	EiE Unit: Catching the Wind: Designing Windmills
5	N/A	N/A	EiE Unit: A Slick Solution: Cleaning an Oil Spill	N/A
6/Earth Science	Play-Doh Scale Models	Ice Cores and Climate History	Designing Water Filtration Systems	Fossil Fondue
7/Life Science	Building the Neuron	The Science of Superpowers	Evolution by Natural Selection	Microbes Know How to Work to Break Down a Water Pollutant
8/Physical Science	Changing States: Evaporation	Solids, Liquids, and Gases	Chemical Change	Making Waves
9/Biology	How Big is Your Carbon Footprint?	The Chips are Down	Mitosis: How Each New Cell Gets a Complete Set of Genes	Dragon Genetics – Understanding Inheritance
10/Chemistry	Can the Mettle of Metal be Improved?	Electric Gel Cell	Chemistry <u>C</u>lics Your Bic	Sub-Zero
11/Physics	Driving the Roads	Solar Cooker	Making Waves	Opposites Attract

School Year 2015-16



Environmental Literacy Leadership Cadre

Current schools

- Creative Minds International PCS
- Beers Elementary
- Mary McLeod Bethune Day Academy PCS
- Bruce-Monroe Elementary @ Park View
- Burroughs Elementary
- DC Prep - Edgewood PCS
- Eagle Academy PCS - Congress Heights
- Hearst Elementary
- Houston Elementary
- Key Elementary
- Lafayette Elementary
- Mann Elementary
- Marie Reed Elementary
- School Without Walls @ Francis-Stevens
- Simon Elementary
- Washington Yu Ying PCS

Alumni schools

- [Capital City Public Charter School \[PDF\]](#)
- HD Cooke Elementary School
- [Kimball Elementary School \[PDF\]](#)
- [KIPP DC: Heights Academy \[PDF\]](#)
- [Langdon Elementary School \[PDF\]](#)
- [Ludlow-Taylor Elementary School \[PDF\]](#)
- [Malcolm X Elementary School \[PDF\]](#)
- [Maury Elementary \[PDF\]](#)
- [Mundo Verde Public Charter School \[PDF\]](#)
- [Peabody Elementary \[PDF\]](#)
- [School Within School @ Goding \[PDF\]](#)
- [Seaton Elementary \[PDF\]](#)
- [Tyler Elementary \[PDF\]](#)
- [Van Ness Elementary \[PDF\]](#)
- [Watkins Elementary \[PDF\]](#)

	DC Bilingual PCS	Janney ES	Washington Yu Ying PCS
PreK-3	Five Senses Unit School/Community Walks	Sensory Gardening Composting	Edible garden harvest and planting Field trip to Rocklands Farm Studied living/nonliving things
PreK-4	Zoo/Farm trip Books and gardening lessons	Trip to Turtle Park Community Gardens (insects/bee hives, gardening)	Pollinators and bee hives Field trip to Franciscan Monastery
K	Plants and animals (crabs/fish; aquatic/non aquatic plants/frogs) Trip to Common Good City Farm	Peter Rabbit Gardening Worm bin composting Trip to Rocklands Farm	Chicken and tadpole hatching projects Grow herbs for market unit
1 st	Monarch butterflies Field trip to Smithsonian Gardens Butterfly Habitat	Chicken hatching , ancient civ garden Field trip to Arcadia Farm and US Botanic Garden	Habitats and care of animals Trip to National Zoo Ancient civilization garden design and planting
2 nd	Plants and animals support the community Field trip to Common Good City Farm	Pollinator Garden and Beekeeping Trip to Kenilworth Aquatic Gardens, Montgomery County Recycling Center, and Brookside Butterfly Gardens	Pond ecosystem Water quality testing of nature center pond Grew native rice and transplanted into pond
3 rd	Living things adapt to environmental changes Field trip to Common Good City Farm	Ecosystem changes Trip to Audubon Naturalist Society's Woodend Sanctuary Rock Creek Oak Tree Restoration project – tree planting	Climate Change Film Project Weather station Yangtze River env project Tree Planting Waste audit and Environmental signage
4 th	Food lessons Field trips to Smithsonian Environmental Research Center and Common Good City Farm	Landforms study Energy and Cafeteria Waste audit studies Chesapeake Bay Foundation boat trip Earth Day clean up	Erosion study School nature center design project Renewable Energy unit Home energy audit
5 th	Energy and the food web Trip to Rocklands Farm	Green House/interaction of Earth's spheres School Garden Market Overnight trip to Echo Hill Outdoor Center Climate Change Project Earth Day clean up	Potable water – rain barrels Natural filtration of stormwater Visit with Anacostia Watershed Society Strawberry Farm study (US/China) Smithsonian Challenge



- Environmental Literacy Advancement Grant
 - “Adopt-a-grade” to provide an environmental education experience to all classes in one grade level across all of the elementary schools represented in the Environmental Literacy Leadership Cadre.
 - Aligning programs with the Next Generation Science Standards using the recommended guiding questions and/or sustainability initiative outlined in the Environmental Literacy Framework.
- School Garden Grant
 - Collaborate with at least five classroom teachers to support the inclusion of garden-based teaching into their teaching practice through supporting the delivery of at least five garden-based lessons per teacher (total 25 lessons) using curriculum that is aligned to relevant standards.
 - Engage one entire grade level in at least one Meaningful Watershed Educational Experience (MWEE).



Future efforts - Subcommittee

- DC should have a program to recognize “green, healthy, sustainable” efforts by schools
 - Goal for this year:
 - Recommendations for a DC green, healthy, sustainable school program
- Environmental provisions of Healthy Schools Act need some oversight
 - Goal for this year:
 - Closely look at the legislation and ask for agencies (in addition to OSSE) to report on progress



Commissioners' Current Work

Commissioners

Healthy Youth and Schools Commission



Closeout and Priorities for Next Meeting

Jeff Travers, Chairman

Healthy Youth and Schools Commission