



## Healthy Youth and Schools Commission

### *August Quarterly Meeting*

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Aug. 26, 2020 | Jeff Travers, Chairman of the Commission



**Welcome**

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# Agenda

- Welcome and Introductions
- Recap of the Previous Commission Meeting
  - Approval of Minutes
- Update from OSSE
  - General Announcements
- COVID-19 Response and Recovery Resources
- Operating within a Virtual Setting
- Updates from Strategic Plan Working Groups
- Comments from Commissioners on Current Work
- Closeout and Priorities for Next Meeting



## Recap Previous Commission Meeting

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Jeff Travers, Chairman, Healthy Youth and Schools Commission

# Recap Previous Commission Meeting

- June Quarterly Meeting
  - Date: Thursday, June 18, 2020
  - Main topics covered:
    - COVID-19 Response
    - Nutrition Education Presentation by American University
  - Approval of minutes



# General Updates from OSSE

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Heidi Schumacher, Assistant Superintendent, OSSE

# General Announcements and Updates

- OSSE welcomed a new Assistant Superintendent of Early Learning, Sara Mead
- Fiscal Year 2021 Budget Update
- Youth Risk Behavior Survey (YRBS)
- Environmental Literacy and Capital LEAF

# Fiscal Year 2021 Budget Updates

- **FY21 Proposed Budget Allocation**

- \$5.5M for the Healthy Schools Act
  - Includes restored funding for the Healthy Students Amendment Act
- \$1.3M for the Healthy Tots Act
- Environmental Literacy restoration

- **Next Steps**

- Final budget will be approved and shared by the mayor's office
- Final programmatic decisions will be made based on final budget and division strategy
- Updates will be shared with stakeholders and grantees





District of Columbia

# **YOUTH RISK BEHAVIOR SURVEY**

# 2019



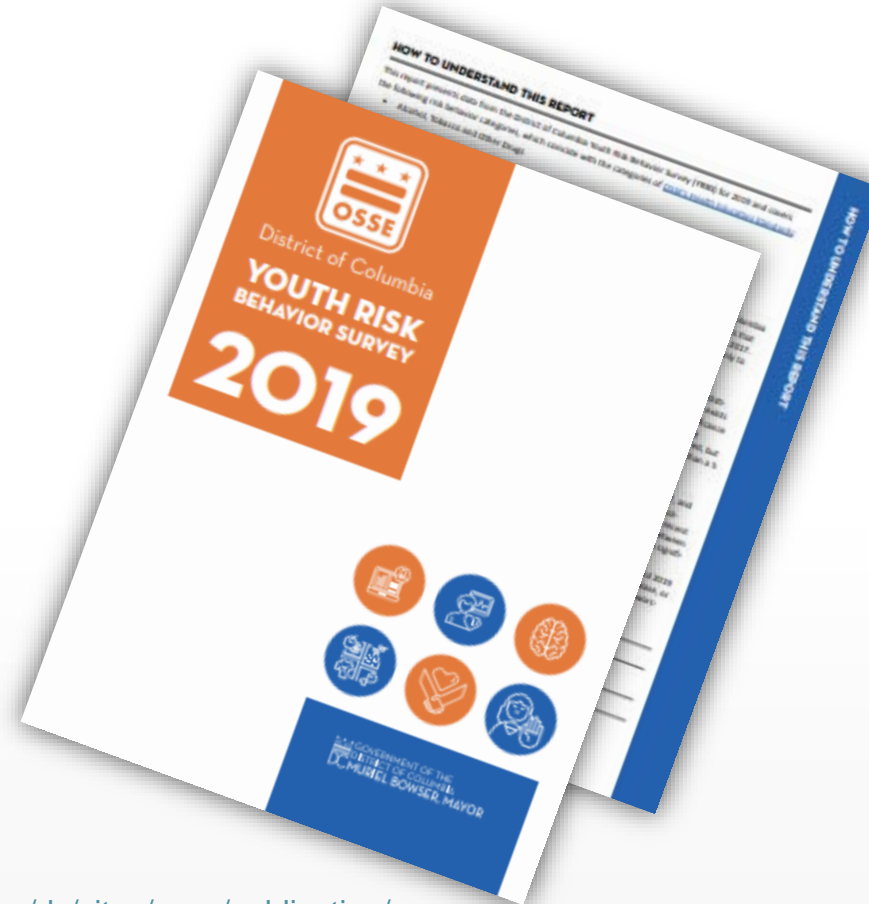
## 2019 DC YRBS Report

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Key takeaways

# Available for Download

- 2019 DC YRBS Report



<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2019%20DC%20YRBS%20Report.pdf>

## Available for Download

- CDC data files – middle and high school
  - Summary Tables
  - Summary Graphs
  - Sample Description
  - Academic Achievement
  - Graphs
  - Sample Statistics
  - Sexual Identity Summary
  - Sexual Identity
  - Trend Reports

<https://osse.dc.gov/page/2019-dc-yrbs-data-files>

## Coming Next...

- LEA- and school-level data files \*
- LEA and school crosswalk resource – connecting data to action for educators
- Fact sheets

\* OSSE will share with LEA Health POCs and Data Managers through secure file transfer in Box. Not to be published.

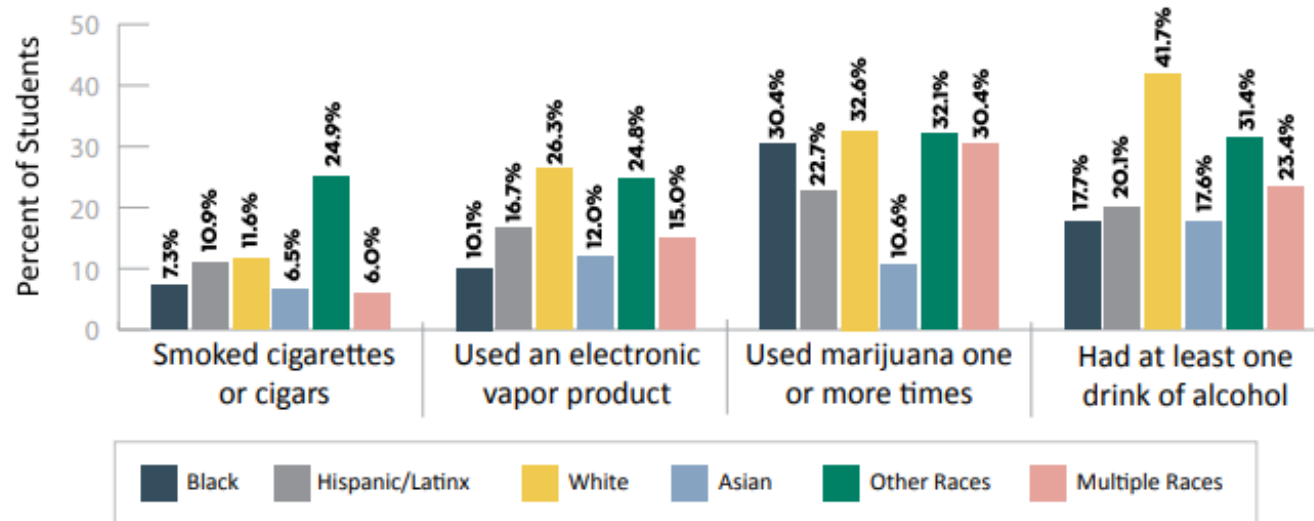


# Demographics

- There was a nearly even split of male and female survey respondents for both high school and middle school students
- 10,648 high school students were surveyed
- 11,352 middle school students were surveyed
- Responses are from students across all wards

# Alcohol, Tobacco and Other Drugs

High school substance use within the last 30 days, by race/ethnicity



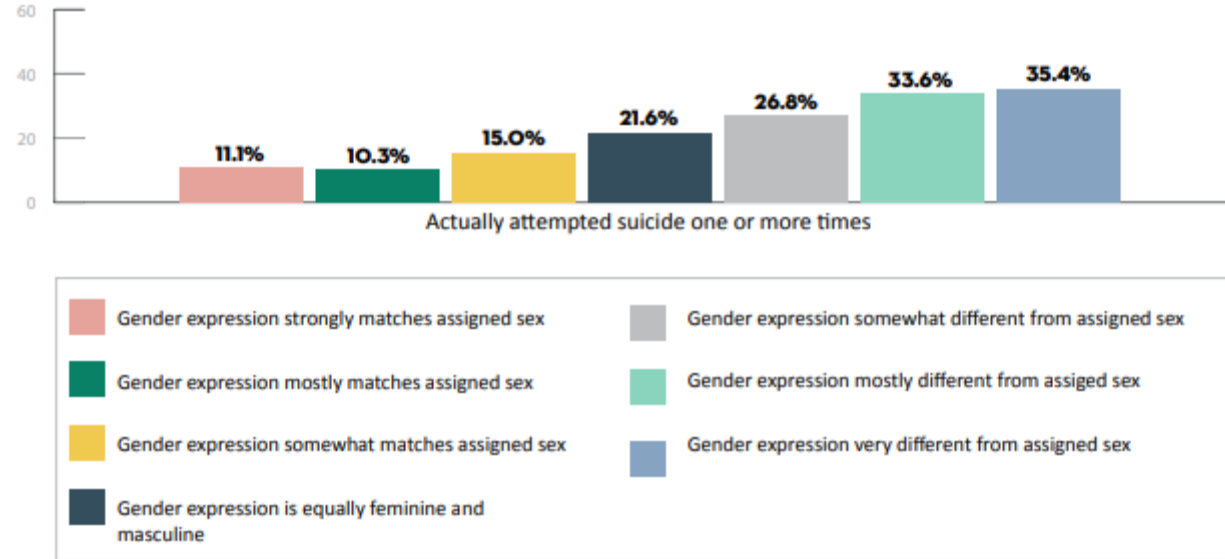
# Disease Prevention and Sexual Health

Trends in condom use during most recent sexual intercourse among middle school and high school youth*	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Middle School	78.1%	73.0%	68.8%	67.8%	63.0%	Down ↓	Down ↓
High School	69.9%	70.1%	66.6%	61.2%	57.1%	Down ↓	Down ↓

\*This question was asked of high school youth who reported having sexual intercourse in the past three months and of middle school youth who reported ever having sexual intercourse.

# Mental and Emotional Health

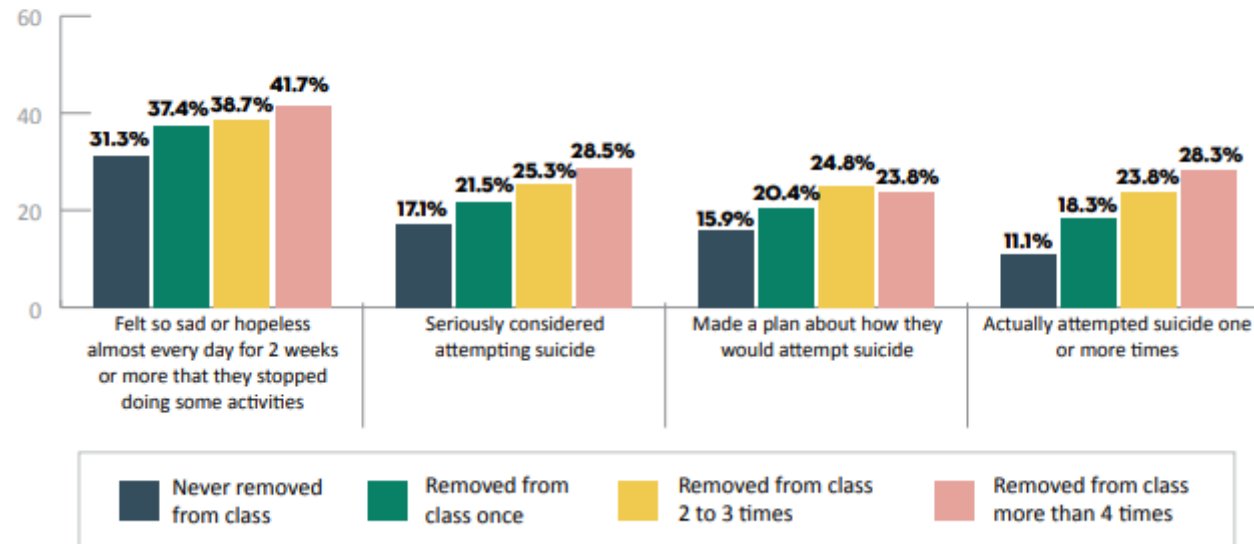
## High school suicidality, by gender expression





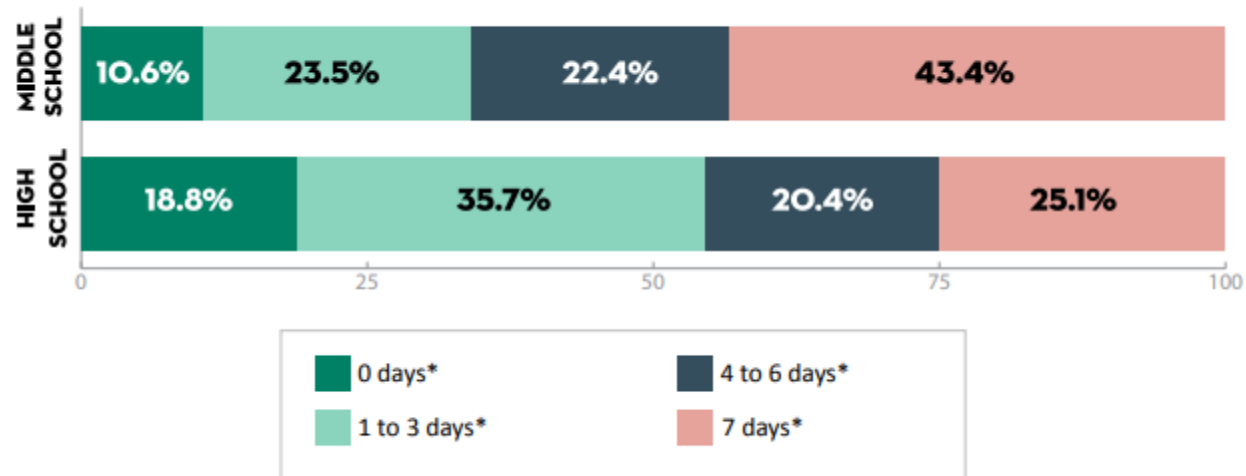
# Mental and Emotional Health

High school depressed mood and suicidality, by discipline experience



# Nutrition and Physical Activity

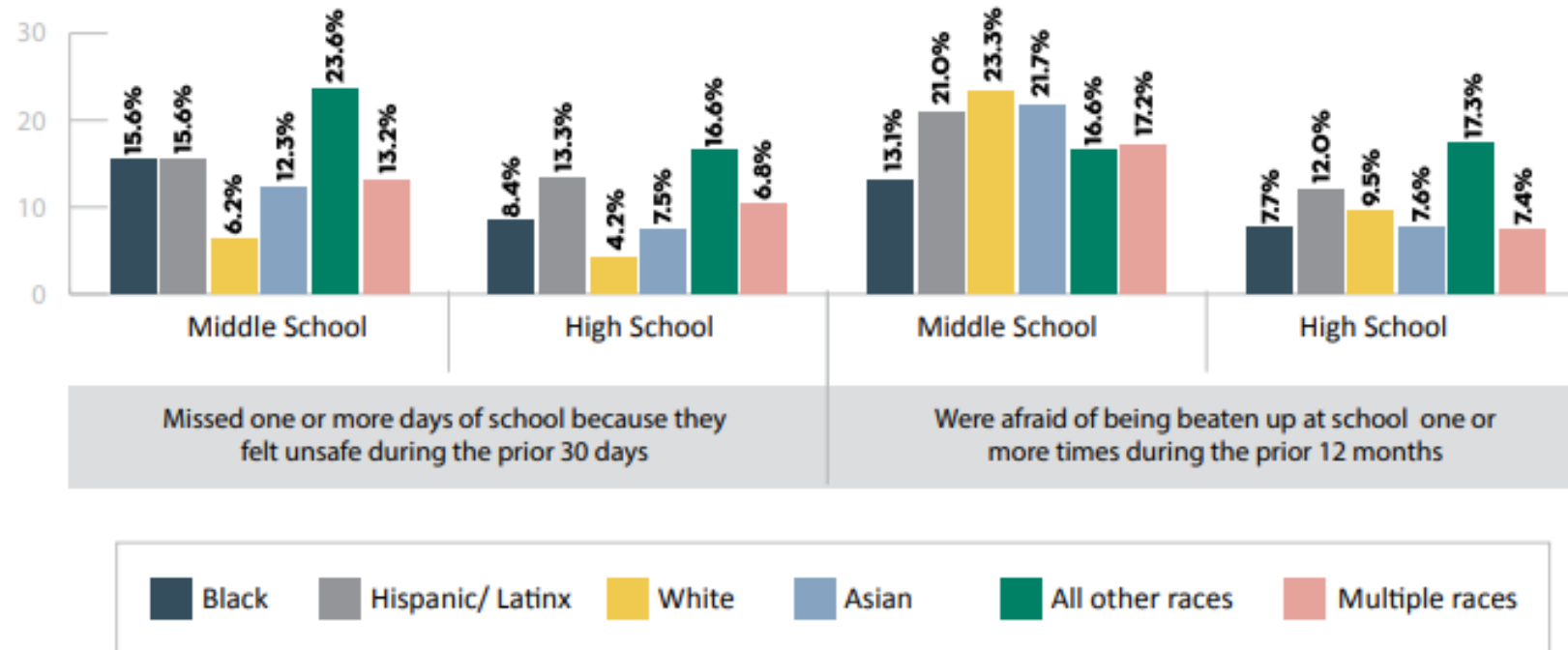
Breakfast consumption among middle and high school students



\* In the seven days prior to the survey

# Safety & Violence

Feelings of unsafety, by race/ethnicity



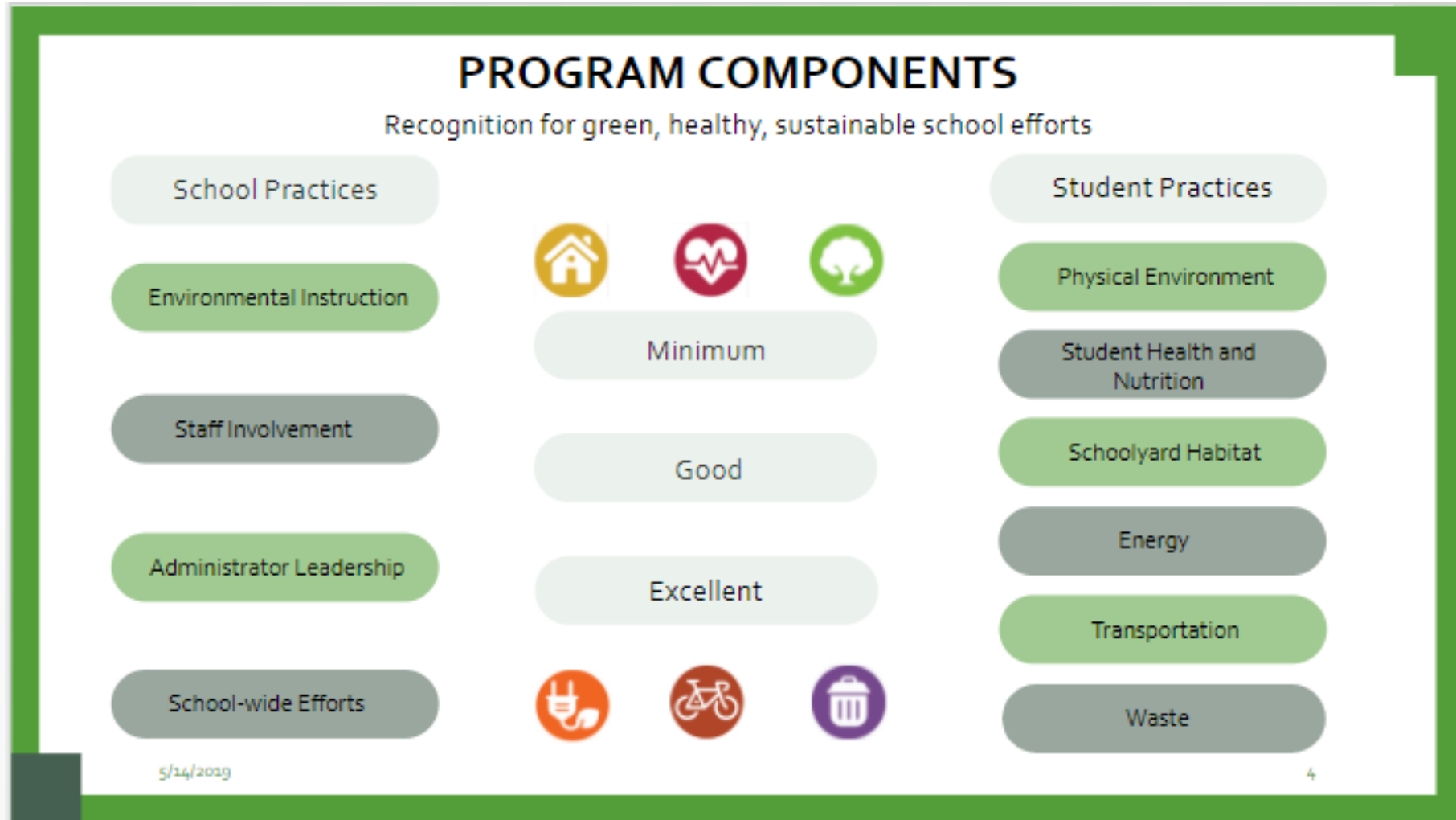
# Environmental Literacy Grant Updates

- Successes
  - All grantees provided resources and programs during spring distance learning
    - Ranged from short videos, guest speakers, student-directed challenges
  - Distance learning resources on OSSE's website from past and current grantees: <https://osse.dc.gov/node/1486961>
- Challenges
  - Determining whether supports should focus on resources for families or teachers
  - Addressing the misconception that the organizations only provide off-site field trips
- Opportunities (pending funding)
  - Grantees are poised to provide virtual and live programs if funding continues
  - Brainstorming ideas that also address access to technology issues

# Environmental Literacy Leadership Cadre

- Successes
  - Community of Practice model at work: teachers valued the connection across schools to brainstorm around distance learning
  - School snapshot exercise focused on positives and potential
  - Informal feedback regarding how the project bolstered self-confidence and ignited excitement with school colleagues
- Challenges
  - Many projects for next year involved recycling initiatives; unclear right now how to make the shift from school-based environmental behaviors to personal student/family-based behaviors
- Opportunities (pending funding)
  - Continued work on resources for teachers as needs emerge
  - Cadre schools to work towards Capital LEAF recognition

# Capital LEAF Updates



# Capital LEAF Updates

- Successes
  - Developing topic area resource pages, reviewed by Environmental Literacy Leadership Cadre
  - Finalized application form
- Challenges
  - Pilot schools refocused their attention to distance learning: school-based efforts and/or school building initiatives were not priorities
  - Strong relationships worked better
- Opportunities
  - Many aspects of this recognition are in line with health and safety guidance
  - Examples: facilities practices, access to outdoors

# Capital LEAF

- Application Components
  - Administrative Leadership (max 30 pts)
  - Staff Involvement (max 40 pts)
  - Student Audits and Actions (max 150 pts)
  - School and Community Engagement (max 80 pts)
- Three Levels of Recognition
  - Seedling: minimum of 90 pts
  - Sapling: minimum of 180 pts
  - Scarlet Oak: minimum of 270 points







## Waste Resource Education



The District Government established an ambitious goal of diverting at least 80% of materials away from landfills and waste-to-energy facilities by 2032. In order to reach this goal, the District has established numerous waste-related laws that impact numerous stakeholders around the city, including the Sustainable Solid Waste Management Amendment Act of 2014 and the Healthy Schools Act of 2010. As part of the Healthy Schools Act of 2010 the D.C. Department of General Services provides the zero-waste program for D.C. Public Schools and provides technical assistance to D.C. Public Charter Schools. Schools play a critical role in fostering the knowledge and habits that students can use at school and for generations to come, including their understanding of how items they purchase, and use generate waste and how they handle the waste they produce.

**Celebratory Events:** *Consider bringing awareness to your school's waste reduction initiatives by celebrating these national/international awareness days at your school.*

- [America Recycles](#) Nov 15<sup>th</sup>
- [Waste 360- Waste & Recycling Workers Week - June 14-20](#)
- Earth Day - April 22: <https://www.earthday.org/>
- [DC Food Recovery Week](#) (usually October)
- [Fashion Revolution Week](#) (better suited for HS) - April
- [Buy Nothing Day](#) - Day after Thanksgiving

### [LESSON PLANS, ACTIONS, TEACHER RESOURCES, FIELD TRIPS, PARTNERS, GRANTS, CONTACTS](#)

**LESSON PLANS:** *Consider utilizing one or more of the following curricula resources to teach about the 4Rs and aiming for Zero-Waste.*

#### Elementary school

- [Finding observing decomposers prek-2](#)
- [Making Recycled Paper PreK-4 & Kindergarten](#)
- [Kinder & PreK-4 Why is composting important?](#)
- [Recycle Pre School](#)



## COVID-19 Response and Recovery Resources

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# School Re-Opening Landscape

- On Aug. 5, Mayor Bowser announced that DCPS will start the school year with all students distance learning
  - This virtual posture will continue through the end of the first term, Nov. 6.
- Many charter LEAs have also chosen to begin the school year in a virtual posture.

# COVID-19 Guidance and Resources



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Guidance and Resources for COVID-19-related Closures and Recovery



OSSE is committed to helping child development facilities, local education agencies (LEAs), schools and families plan effectively for reopening and recovery after closures related to the coronavirus public health emergency. This page includes guidance, information and supports related to closures, reopening and recovery. This page is frequently updated – please check back as we continue to update information.

- Guiding Principles for Continuous Education
- Health and Safety Policy Guidance for Re-Opening Schools
- Health and Safety Guidance for Child Care Providers
- Meal Service Guidance
- Supporting Students' Mental and Behavioral Health Needs





## Guiding Principles for Continuing Education

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Heidi Schumacher, Assistant Superintendent, Health and  
Wellness

# Guiding Principles for Continuous Education

- Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.
- Guiding Principles:
  - Provide LEAs and families with clear and consistent expectations for the continuous education that will take place during the 2020-21 school year.
  - Help LEAs develop effective and equitable continuous education plans that strive to meet the needs of all students and are developed in partnership with families.
  - Support families in understanding what they can expect for their students and the two-way communication that schools should establish with them.
  - Offer a target for excellence rather than a floor for compliance.
- Includes principle on whole student supports: Addressing the needs of the whole student is essential for effective learning and remains an important function of LEAs, now more than ever.

## Resources for Continuous Education and Services

- [OSSE's continuous education resources for LEAs](#)

Whole Student Supports include the following:

- [2020-21 Meal Service Guidance](#)
- Mental Health Referral Pathways Guidance (coming soon)
- [Guidance on the Use of Telehealth](#)
- [School Culture and Climate Planning Matrix](#)
- From Data to Action: Addressing Youth Risk Behavior Through Health Education (coming soon)
- [OSSE's continuous education resources for educators and families,](#)
  - [Including a section specific to Social Emotional Learning](#)



## Health and Safety Re-Opening Guidance

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David Esquith, Director, Policy, Planning, and Strategic Initiatives



# Health and Safety Re-Opening Guidance

- Based on guidance from DC Health and the Centers for Disease Control and Prevention (CDC)
- Public Health Lens
- Many of the health and safety requirements apply to both schools and childcare providers, and OSSE's guidance documents are structured similarly to the maximum extent appropriate for both.

# Health and Safety Re-Opening Guidance

Provides guidance on the following:

1. **Preventing** the spread of COVID-19, including actions schools and childcare providers either must take or should consider taking to protect children, students, and staff and to slow the spread of COVID-19.
2. **Responding** to COVID-19, including actions that schools and child care providers must take when a child, student, or staff member becomes sick with or is exposed to COVID-19.

OSSE's guidance targets both individual behavior as well as, and primarily, agency (i.e., schools, childcare providers/facilities) behavior.

- Individual examples: vaccines, social distancing, masks, hygiene, symptom self-regulation
- Agency examples: vaccine enforcement, daily screenings, cleaning, grouping, maintaining social distancing, modifying/canceling activities, ventilation and water systems, reporting to DC Health, responding to symptoms/positive tests, providing meals

# School Health and Safety Re-Opening Guidance

## Prevention

- Communicating with students, staff, and families
- Vaccines and health forms
- Reopening buildings
- Physical (social) distancing
- Daily health screening
- Non-medical (cloth) face coverings
- Hygiene
- Cleaning, disinfection, and sanitization
- Students with disabilities
- High-risk individuals
- Meals
- Residential Schools

## Response

- Exclusion, dismissal, and return to school criteria
- Exposure reporting, notifications, and disinfection

**Appendixes:** staff conducting physical temperature checks and PPE requirements for school staff interaction with students.

# School Health and Safety Support Using a Multi-Tiered Support Framework

- Tier 1 (Universal Supports): Guidance, FAQs, and Weekly calls
  - Deep dive topics have included:
    - Daily health screening
    - Supporting students with disabilities
    - Immunizations policy for in-person attendance
    - Meal provision during virtual learning
    - Supporting positive social emotional learning and school climate
    - Meeting Health Schools Act requirements:
- Tier 2 (Subgroup Supports): Training Materials target to specific groups, e.g., classroom teachers
- Tier 3 (Individual Supports): Weekly office hours to provide one-on-one support

# Child Care Provider Health and Safety Supports

- Guidance and FAQs are updated regularly
- Technical assistance calls for child care providers and partners each Monday at 10 a.m., which include the following:
  - COVID-19 health and safety protocols
  - Licensing requirements
  - Grant or funding opportunities
  - Personal protective equipment (PPE) and materials distribution



# Meal Service Guidance

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Liz Leach, Manager, School Programs

# Meal Service Guidance

- Open feeding sites throughout the District will no longer be operating once the 2020-21 school year begins.
- Students will rely on the LEA in which they enrolled for access to meals.
- There are a number of waivers in place, allowing LEAs flexibility in how they distribute meals. LEAs must apply for and be approved to use each waiver.

# Meal Provision Recommendations and Strategies

- Provide meals via grab and go, allowing for curbside pickup of meals
- Offer multiple days' worth of meals at one time (OSSE allows up to seven days' worth of meals to be distributed at a time)
- When offering multiple days' worth of meals at a time, offer bulk items (such as a half-gallon of milk instead of multiple 8 oz. cartons)
- Allow for parents/guardians to pick up meals for students
- Consider home delivery of meals
- For schools serving grades 9-12, waive the offer versus serve requiring, enabling easier pickup of meals
- For multi-site LEAs, allow students to pick up meals at any (or a group) of sites within the LEA, providing meal access closer to home
- Consider a partnership with other LEAs, allowing students to pick up meals at sites at a any school within the partnership



# Meal Service Guidance: Ongoing Support

- Bi-weekly technical assistance calls on Thursday to provide updates and guidance, a platform for peer-to-peer sharing, and answers to questions
  - Each call includes a deep dive into a specific area of meal service
- Annual National School Lunch Program (NSLP) Trainings in July provided updates on the meals landscape for this school year
- Presentation at broader Health and Safety TA call on Aug. 10 for school leaders
- Continuing targeted support from nutrition program team specialists



## Mental and Behavioral Health Support

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Claudia Price, Project AWARE Program Coordinator

# Mental and Behavioral Health Recovery Efforts

- Cross-team, division, and agency collaboration to develop educator resources to support planning and implementation for school climate, health education, and mental health and wellness
- Training provided to Project AWARE LEAs on implementing suicide prevention education
- Increased OSSE and LEA capacity to facilitate YMHFA training for educators in a virtual world
  - [Upcoming OSSE Hosted Trainings](#) – 8/31; 9/17; 9/23



## Operating within a Virtual School Environment

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# Immunizations Enforcement

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Kyle Flood, Manager, Policy and Planning

# Immunizations Attendance Policy for In-Person Attendance

- Updated resources and training are available on the OSSE website


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[Education](#) District of Columbia Immunization Policy for In-Person Attendance



**Office Hours**  
Monday to Friday, 8:30 a.m.-5 p.m.

**Connect With Us**  
1050 First Street, NE, Washington,  
DC 20002  
Phone: (202) 727-6436  
TTY: 711  
Email: [osse@dc.gov](mailto:osse@dc.gov)



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**Take Action Now!** All students must be up to date on their immunizations before next school year. In order to prevent the spread of infectious diseases, it is vital that all students are fully immunized before entering school. Immunizations are the best defense against some of the most common and sometimes deadly infectious diseases. Beginning school year 2020-21, all students must have up to date immunization certification on file with the school within the first 20 school days or they will not be allowed to attend school in-person. Review this page to guarantee your students are ready for next school year.

# Six Steps to Immunization Policy Implementation

## Step 1: Establish School-Level Responsibilities and a School Health Team

- Designate an Immunization Point of Contact
- Assemble a School Health Team

## Step 3: Conduct Frequent Reviews of School-level Immunization Certification Compliance

## Step 5: Actions Taken for Non-Compliant Students after the 20-School Day Period Has Passed

- Offer the Student Distance Learning or Use Unexcused Immunization Attendance Code
- Continue Outreach Efforts throughout Period of Unexcused Absence

## Step 2: Disseminate Immunization Information to Families and Establish Communications Protocols

- Regularly Disseminate Information to All Families
- Establish Communication Record-Keeping Protocols

## Step 4: Actions Taken for Non-Compliant Students Prior to Removal from In-Person Attendance

- Double-Check Records to Ensure Certification Does Not Exist
- Send Initial and Subsequent Notifications to the Parent/Guardian or Adult Student
- Send Final Notification to the Parent/Guardian or Adult Student

## Step 6: Actions Taken When a Student is Allowed to Return to School after Previously Being Removed from In-Person Attendance

- Confirm Receipt of Immunization Certification
- Reclassify Absent Days to Excused Immunization Attendance Code (if applicable)

# Policy Overview

- Students may not attend school in-person for more than 20 school days without immunization certification.
- After 20 school days have passed for non-compliant students, schools may choose to either offer distance learning or code the non-compliant student's attendance as "unexcused absence – immunization" for each day missed.
- When the student is permitted to return to in-person instruction, any unexcused days would be recoded as "excused absence – immunization."



# Impact of Distance Learning

- Emphasis on continual and frequent review of immunization compliance for students, and sending reminders to non-compliant families that they must complete their immunizations
- Days of distance learning **do “count”** toward the 20 school day timeline.
  - This means that if students are not fully immunized by the time in-person instruction resumes, then they will not be allowed to return to in-person instruction.
  - We want to make sure that EVERY child can return to school when in-person instruction resumes, so now is the time for action to get them into compliance.

# Resources and Technical Assistance

- Beginning the week of July 20, DC Health began notifying families of their compliance status and locations for accessing pediatric immunizations
- DC Health has also shared compliance reports with school leaders
- OSSE's website includes a suites of resources, including a webinar training and one-pagers and flyers to share with families
- Presentation to school leaders at the Health and Wellness TA call on Aug. 3



# Health Education, Physical Education, and Physical Activity

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Charles Rominiyi, Manager, Health Education

# Health, Physical Education, and Physical Activity

- Health education, physical education, and physical activity requirements under the [Healthy Schools Act of 2010](#) (DC Official Code § 38–821.01 *et seq.*) remain in place for the 2020-21 school year.
- OSSE has communicated expectations of compliance with these requirements to schools.
- OSSE has developed a “Data to Action” Guide to support schools with implementation.
- Communicated resources and strategies to LEA leaders during weekly health and safety technical assistance calls.

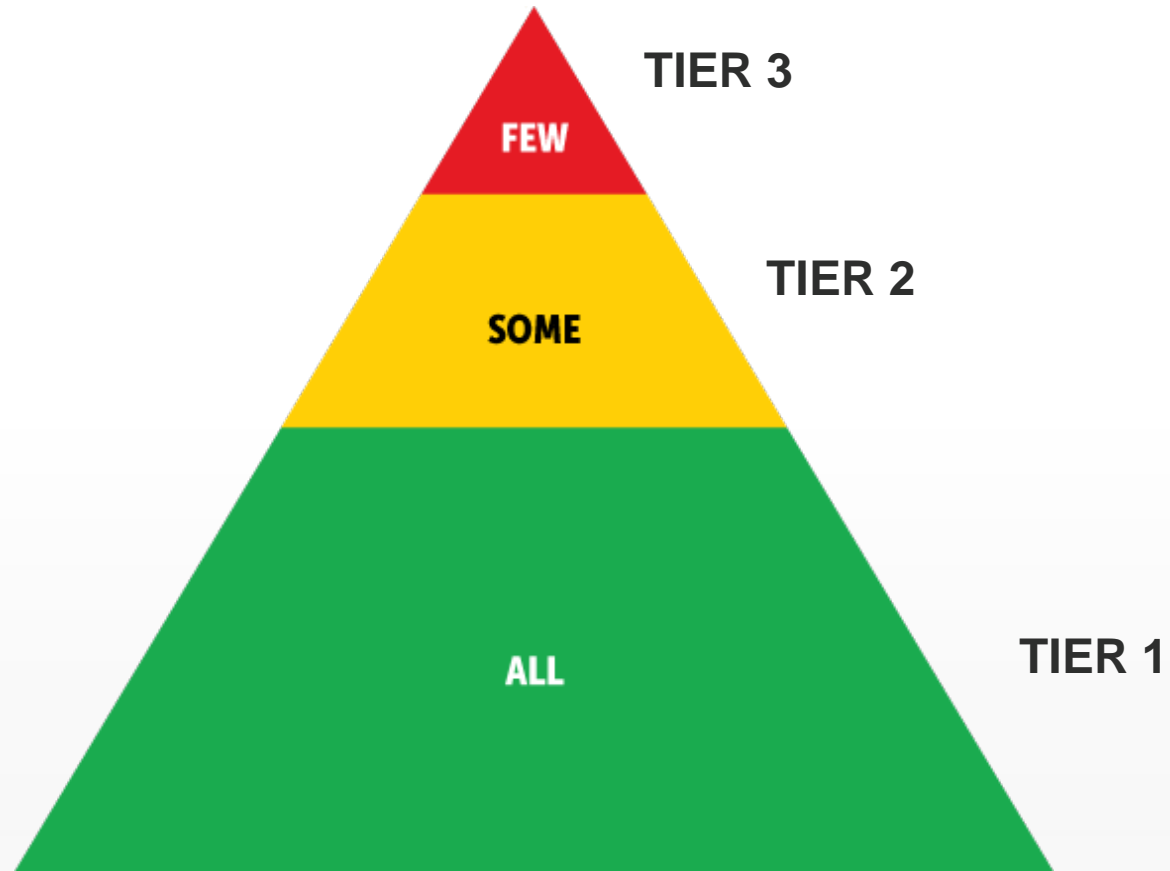


# School Gardens Program

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Sam Ullery, School Garden Specialist

# MTSS Framework: School Gardens Program



# Tier 1 Activities

- Dissemination of the school garden guide
- Dissemination of the e-newsletter
- Hosting the “Growing Garden Teachers Google Group”



# Tier 2 Activities

- Administer the school garden grant
- Conduct CoP and 101 trainings
- Provide remote TA
- Conduct summer institute trainings





# Tier 3 Activities

- In-person partnership meetings
- On-site TA



# Next Steps: School Garden Program

- Learn and share strategies for incorporating garden-based teaching into distance, and in-person instruction
- Understand and respond to new needs
- Shift to a more collaborative approach to providing remote TA
- Focus on Tier 1 supports





# Outdoor Learning

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Grace Manubay, Environmental Literacy Coordinator

# Reopening Schools: Considerations

- Classroom spacing/capacity restrictions
- Buildings already over-crowded
- Concerns about building operations (HVAC/cleaning)
- Movement between classrooms and among groups
- Access to outdoors/natural spaces/play areas
- Interpersonal relationships between teacher/student and student/peers

# Benefits of Outdoor Learning

- Can utilize school grounds and/or outdoor areas (school gardens, DPR facilities, triangle parks) within walking distance of school site – helps increase number of students who can return to in-person school
- COVID-19 transmission less likely in fresh air (sometimes better overall air quality, too)
- Wellness benefits (mental health, increased physical activity)





## Benefits of Outdoor Learning

- More space to accommodate students, so a higher percentage of students can return to school more of the time
- Hands-on learning opportunities
- Fresh air—less risk of virus transmission outside
- Mental health benefits of nature



Public Domain Ecole de plein air Surinamese/Wikimedia, via FreeHugger



Public Domain Ecole de plein air Surinamese/Wikimedia, via FreeHugger

## Historic precedent

100 years ago, schools around the world went outside to reduce the spread of tuberculosis and Spanish flu.

**Outdoor learning is a time-tested approach to keeping school open during a pandemic.**





# National Efforts:

## National COVID-19 Outdoor Learning Initiative

### Problem Statement

Physical distancing will be required next fall, but our schools were not built to accommodate students 6 feet apart.

The National Council on School Facilities and Cooperative Strategies LLC estimate that most schools will only be able to fit

**~60%**  
of students

in their classrooms with the required spacing.



### Outdoor Learning Working Groups



- Launched in June to help schools and districts use school grounds and parks as healthy, safe learning environments this fall.
- CA-based leadership: Green Schoolyards America, Lawrence Hall of Science, San Mateo County of Education, Ten Strands.



# National Efforts:

## NAAEE eeGuidance for Reopening Schools

There are several specific areas where environmental and outdoor education programs can help schools, students, teachers, and families:

- Extending and Expanding Learning Spaces into the Community
- Using the School Grounds for Learning
- Supporting Teaching and Learning
- Creating Healthier Learning Environments
- Virtual Teaching and Learning
- Supporting At-Home Learning

# Outdoor Learning vs Outdoor Education

Outdoor Learning	Outdoor Education
<ul style="list-style-type: none"><li>• Classroom areas focused on space requirements: social distancing configurations, protection from the elements</li><li>• Lessons and activities not dependent on location</li><li>• Example: reading a picture book during circle time</li></ul>	<ul style="list-style-type: none"><li>• Classroom areas designed for student exploration and hands-on experiences</li><li>• Lessons and activities use the environment as a context for learning</li><li>• Example: reading “The Very Hungry Caterpillar” during circle time, then exploring the school garden to look for caterpillars and sources of food that caterpillars might eat found in the garden</li></ul>

# Reopening with Outdoor Learning: Next Steps

Once schools are reopened to in-person instruction:

- Schools may determine what assets they have
  - Outdoor space on site
  - School garden
  - Outdoor space within walking distance of school
- Support of the whole school community
  - Parents
  - Teachers and staff
- Professional development for teachers
  - Best practices for teaching outdoors

# What's Happening at OSSE

- OSSE Guidance – Page 6 references use of outdoor space
- National Coalition meeting attendance: Grace and Sam
- Some CBOs and schools are incorporating environmental literacy into distance learning
- [Distance Learning Resources](#) to support environmental literacy at home.

# Additional Information

- Main page: <https://www.greenschoolyards.org/covid-19-overview-outdoor-learning> (includes a NoVA case study)
- NY Times article: [Schools Beat Earlier Plagues with Outdoor Classes: We Should, Too.](#) (July 17, 2020)
- Bioneers Interview: [Why Outdoor Education May Be the Key to Reopening Schools Safely](#) (July 10, 2020)



## Healthy Youth and Schools Commission Strategic Plan Update

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Jeff Travers, Chairman, Healthy Youth and Schools  
Commission



# ACEs Working Group

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Jeff Travers, Chairman, Healthy Youth and Schools  
Commission



## Nutrition Education and Meals Working Groups

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Kristy McCarron, Commissioner, Healthy Youth and Schools Commission  
Beverley Wheeler, Commissioner, Healthy Youth and Schools Commission





# Data Working Group

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Bill Dietz, Commissioner, Healthy Youth and Schools  
Commission



## Commissioners' Current Work

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Commissioners



## Closeout and Priorities for Next Meeting

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Jeff Travers, Chairman, Healthy Youth and Schools  
Commission

# November Quarterly Meeting

- Wednesday, Nov. 18, 2020
- 3-5 p.m.