



2015-2016 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2016

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Ms. Karen Dresden, Head of School

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Capital City Public Charter School

(As it should appear on an award)

Official School Name Mailing Address: 100 Peabody St. NW, Washington, DC 20011

(If address is P.O. Box, also include street address.)

County: State School Code Number *: 090241

Telephone: (202) 808-9800 Fax:

Web site/URL: www.ccpcs.org E-mail: kdresden@ccpcs.org

**Private Schools: If the information requested is not applicable, write N/A in the space*

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

(Principal's Signature)

Date: 1/21/16



Name of Superintendent: n/a
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: n/a (charter)

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.
_____ Date:

(Superintendent's Signature)

Nominating Authority's Certifications

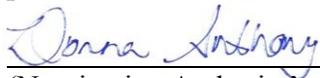
The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Office of the State Superintendent of Education

Name of Nominating Authority: Ms. Donna Anthony
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

 _____ Date: 1/26/16
(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

SUMMARY OF ACHIEVEMENTS

Capital City Public Charter School serves 983 students in PreK3 – 12th grade in one, consolidated LEED Gold certified building. Our focus on creating a green and environmentally focused program is evident from one glance at our school grounds and building. Our main school garden encompasses 2400 square feet and includes an outdoor classroom and is adjacent to our high school entrance. We employ a part-time School Garden Coordinator (SGC) who works with teachers to design curriculum that includes resources from the school garden. Our SGC also works with high school students to provide a weekly school garden market in the spring and fall that offers fresh produce from our garden and a local farm. From our PreK students' expedition on herbs, a long-term study around one theme, to the 11th grade Food Justice for All expedition, students are engaging with natural, local foods and learning why knowing where your food comes from has benefits for their health and wellness.

In 2012, Capital City underwent a massive renovation of our current building with green practices in mind. The building has large windows that draw in a significant amount of natural light that not only reduces our energy output, but also helps kids grow and learn better, as research has shown. Lights are timed throughout the building and recycling bins are in every school hallway, office, and classroom. Students played an integral role in helping develop the green practices now implemented in our school. Prior to our renovations, 7th and 8th graders investigated green practices with assistance from the Alliance to Save Energy and the U.S. Green Building Council. The students then created a book with their suggested green designs and then presented their chosen initiatives to our Board of Directors. Their designs are evident throughout our building, such as doorstoppers that prevent outside air from entering the building and slanted ceilings in classrooms to maximize natural light.

Capital City's mission is to "enable a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a deep understanding of complex subjects, acquire a love of learning, along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged and possess a commitment to personal and civic responsibility." In order to accomplish this mission, we strive to expose our students to their natural environment and to issues that affect our community and world. We believe our responsibility is not to just provide instruction in the required subjects, but also to help students take healthy risks and develop a full understanding of the world they will soon be entering as adults. Thus, each student's expedition includes fieldwork and a service project. For example, the First Grade Expedition on Bees includes fieldwork to a local youth garden and butterfly habitat. Students meet with a beekeeper and a scientist from the USDA who discusses what colony collapse disorder is and how it affects bees' livelihoods. All of this information is presented to students in an age-appropriate manner that helps them grapple with these issues and develop their own ideas about these issues. Students then create beeswax candles and information cards that they sell at two local farmers' markets, and the Lower School Music Teacher worked with students to create a Bee Song that students present at their biannual showcase. The funds from the markets have been used to buy a Bee Hive, which we now have thanks to their efforts.

Throughout our curriculum, students are encouraged to take an active role in reducing their carbon footprint. We believe students learn best when they are doing, and teachers act as guides, helping students navigate and develop their own beliefs and plans of actions. For instance, our middle school Farm to Table elective allowed students to first read, Seedfolks, and then plant their own garden mimicking the plants in Seedfolks. Students then harvested their food and decided what meals to prepare for their class. The experience allowed students to use their own creativity and make informed meal decisions.

As students progress through Capital City, they learn how to grow their civic engagement as the expectations we have for them increase. This is no more evident than our 11th Grade Youth Food Justice Summit that is completely organized by the 11th grade class. Students work in teams to develop engaging presentations focused on food justice topics. They draw upon their fieldwork to local farms, work in the school garden, and meeting with experts in the food justice field to develop engaging presentations for the nearly 200 attendees to their annual youth summit.

We are very thrilled to present our Green Ribbons application and to share more about our progress toward becoming a school that helps our future leaders be green-focused in their own career paths.

DOCUMENTATION OF STATE EVALUATION OF NOMINEE

I. Demographic Information

- School type: Charter
- Percentage of students that qualify for Free and Reduced Price Meals: 73%
- Percentage of students with Low English Proficiency: 18%
- Percentage of students with the following races and ethnicities:
 - Hispanic/Latino: 46%
 - Asian: 2%
 - Black or African American: 39%
 - White or Caucasian: 9%
 - Two or more races: 4%

II. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, District Sustainability Award, or other, which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes No

III. Has your school, staff or student body received any awards for facilities, health, environment, or sustainability?

Yes No Award(s) and year(s):

- LEED Gold Award, October 2014
- Silver Award, Healthier US Schools Challenge, May 2015;
- Let's Move Schools, Spring 2014
- RiverSmart Schools Program Recipient, 2014

Pillar I: Reduced Environmental Impact and Costs

Element 1A: Energy

1A. Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes No

Initial GHG Emissions Rate 8277.9 Mt eCO₂/person

Final GHG Emissions Rate 7778.8 Mt eCO₂/person

Offsets: 499

Percentage reduction: 6.4% (from mm/yy - to mm/yy): Dec. 2011 – Dec. 2012

How did you calculate this reduction?

- Identify the initial GHG rate from bills
- Find fuel and electricity emission factors. In this case we used coal because it is the most common.

2A. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes No

3A. Has your school reduced its total non-transportation energy use from an initial baseline?

Yes No

Current energy usage (kBtu/student/year): 6.45

Current energy usage (kBtu/sq. ft./year): 39.8

Percentage reduction: 21.7% (from mm/yy - to mm/yy): Dec. 2011 – Dec. 2012

How did you document this reduction? 2011-2012 LEED report, covering pre- and post-renovation energy use



4A. What percentage of your school's energy is obtained from on-site renewable energy generation? 0 %

What percentage of your school's energy is obtained from purchased renewable energy? 5.1 %

Type: Solar Wind Geothermal Other _____

Does your school participate in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program? Yes No

5A. In what year was your school originally constructed?

1963; Capital City renovated the building in 2012

What is the total building area of your school?

The entire building is 168,000 square feet but only 145,000 square feet is currently occupied.

6A. Has your school constructed or renovated building(s) in the past three years?

Yes No

For new building(s): n/a

For renovated building(s):

Total renovated area: 145,000 square feet, total initial renovation in 2012; 8,000 square foot gym renovation in 2015

Does this building meet green building standards: Yes No

Certification and year: LEED Gold certification, October 2014

Element 2A: Water and Grounds

7A. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

- Average Baseline water use (gallons per occupant): 182.1 gallons per occupant per month (average of July – Nov 2015)
- Current water use (gallons per occupant): 144.2 gallons per occupant per month (Nov 2015 bill)
- Percentage reduction in domestic water use: 20% (per LEED modeling)
- Percentage reduction in irrigation water use: 4/4 LEED points for water efficient landscaping
- Time period measured (mm/yy - mm/yy): Dec 2012- Dec 2013

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, local education agency reports)? LEED modeling and commissioning of MEP equipment.

Capital City renovated an older building and moved in for the 2012-2013 school year. Our project was awarded LEED Gold status in October 2014. Our baseline and tracking data comes from our LEED application. As Capital City did not occupy the building (or even a building a third the size) prior to September 2012, we did not have operating use data as a baseline. Rather, our design team modeled the systems in place in the building prior to our occupancy as a baseline. The design and construction choices Capital City made for the building's mechanical, electrical and plumbing systems reflect reductions in resource use against this modeled baseline using older systems.



8A. What percentage of your landscaping is considered water-efficient, ecologically beneficial, and/or regionally appropriate? 80%

Types of plants used and location: Native flowers, shrubs, and trees in pollinator garden, rain garden and border plantings

9A. Describe any alternate water sources, such as rain barrels or water catchment systems that are used for irrigation.

The school building has an internal downspout that is tied into a CSO system. Thus we are unable to attach rain barrels to our school water use, but we make every effort to harvest rainwater on-site in the garden with swales filled with wood chips and U-shaped berms that help retain moisture in the ground. We also use water bags for recently planted trees.

We have also increased water use efficiency by installing a drip irrigation system on in-ground vegetables beds that tend to dry out quickly during the summer.

Approximately what percentage of water from alternate sources attributes to the overall water use for irrigation? 30%

10A. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.

Types of practices:

Our school garden includes two stormwater catchment berms, and we received a RiverSmart School Programs grant in 2014 from the DC Department of Energy & Environment to enhance our school grounds in order to improve our water conservation by making it more ecologically and economically. The project has identified three stormwater management areas. One rain garden will be located on the west side of the inner courtyard, providing a small wildlife habitat that will tie into related expeditions. We will be creating a bio-retention on the southwest end of our grounds where stormwater will be treated before draining into a CSO system. Another bio-swale by the main garden along the embankment on Peabody St. NW will incorporate existing berms and swales in the pollinator garden along with new plantings to slow rainwater penetration along its way to final drainage sewage.

11A. What measures have been taken to reduce lead exposure in drinking water? We receive our water from DC Water.

When was the most recent lead test conducted? (mm/yy) We were not able to find evidence of a recent lead test so we will schedule one by the end of February 2016.

12A. What percentage of the school grounds are devoted to ecologically beneficial uses? 2.53%

Types of practices:

Organic vegetable gardening methods, plants to attract beneficial insects, composting, plant to discourage pests, Integrated Pest Management, incorporating native plants, inter-planting companion plants, mulching, water harvesting with swales and U shaped berms, recycling of materials, utilizing macro-climate, etc.

Element 3A: Waste

13A. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? 33.8%

Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):

2 dumpsters * 6 cu. yd. * 5 coll/week * 4.33 weeks/month * 100% full = 259.8 cu. yd. per month

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):

2 dumpsters * 6 cu. yd. * 3 coll/week * 4.33 weeks/month * 85% full = 132.5 cu. yd. per month

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 0

Recycling Rate = [(B + C) ÷ (A + B + C) x 100]: [(132.5+0) / (259.8+132.5+0) * 100] = 33.8%

Monthly waste generated per person = (A/number of students and staff): 0.22 cubic yds.

14A. What percentage, by cost, of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 20%

15A. List the types and amounts of hazardous waste generated at your school (lbs).

Flammable Liquids ____ Corrosive Liquids ____ Toxics ____

Mercury ____ Other: Lead Nitrate & Lead Iodide

How is this measured? Ordering for Chemistry classes

How is hazardous waste disposal tracked? Notification from Chemistry teacher

Describe other measures taken to reduce solid waste and eliminate hazardous waste.

We only generate hazardous waste as part of our high school chemistry class. Our chemistry teacher stores the waste in secure, locked cabinets until a sufficient quantity is collected to warrant a pick up. The teacher then notifies our Operations Manager of the need to dispose of the waste. The Operations Manager then contacts the hazardous waste disposal service that comes to the school to pick up the waste.

Much of our solid waste is the by-product of school lunches. While we continually strive to serve food our students' food that they will eat, we have worked with our food service to provide biodegradable packaging (when possible) and utensils. We recycle food delivery boxes each day. Recycling containers are located in all classrooms, offices and hallways.

16A. Which green cleaning custodial standard is used? LEED EBOM 2009 EQ

What percentage of all products is certified? 99%

What specific third party certified green cleaning product standard does your school use? Green Seal or Environmental Choice CCD (depending on product)

Element 4A: Alternative Transportation

17A. What percentage of your students walk, bike, ride metro, or carpool (2+ students in the car) to/from school?

80%

How is this data calculated? We collected this data by observing and surveying students during arrival and dismissal times. Very few students were the sole student to be picked up based on observations.



18A. Please check any of the following policies that your school has implemented:

- Designated carpool parking stalls.**
- A well-publicized no idling policy that applies to all vehicles (including school buses).
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.**
- Safe Pedestrian Routes to school or Safe Routes to School.

Describe how your school transportation use is efficient and has reduced its environmental impact.

Some staff and the majority of students take the metro, walk or catch a bus to school. We have many bike racks both in the front and the rear of the school to encourage biking. Fieldwork is walkable whenever possible or the school pays for students to take the metro. If neither of these options is available, students take buses rather than adults driving.

All loading and unloading areas are at least 25 feet from building air intakes, doors, and windows.

19A. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

The school is in the process of installing four bottle filling stations. Last year, 5th graders sold water bottles to reduce the school's plastic water bottle usage. Students were able to analyze how much plastic they were saving by promoting water bottle usage. We are working to schedule a metro bus for our Wednesday early dismissal so that students can still use public transportation. The exterior and interior lights are on sensors. The HVAC heating and cooling is on a timer so that we are not heating and cooling the building when it is unoccupied. We are also planning to install solar panels this coming year (an earlier planned development renovation that was delayed due to resource limitations) and are excited about the prospects of being able to generate our own renewable electricity. The high school staff and students run a garden market in conjunction with a local non-profit where they sell produce that is grown in the school garden and on local farms to encourage the consumption of food from sustainable sources.

Pillar 2: Improved Health and Wellness of Students and Staff

Element 1B: Environmental Health

1B. Describe your school's Integrated Pest Management (IPM) efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:

Capital City maintains a pest control contract with Orkin that includes bi-monthly inspections and as-needed pest control measures.

2B. What is the volume of your annual pesticide use (gal/student/year)?

Capital City has not tracked our use of pesticide, though we try to minimize its use.

Describe efforts to reduce use:

We regularly remind staff to keep floors, closets and other areas free of clutter and to not leave food out. We have provided plastic, sealed containers to store food items for long-term use. We ensure our custodial team removes trash from classrooms and the cafeteria as soon after lunch as possible and we have every room cleaned each evening.

3B. Please check any of the following practices that your school employs to minimize exposure to hazardous contaminants.

- Our school prohibits smoking on campus and in public school buses.**
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.**



- Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).
- Our school does not have any fuel burning combustion appliances.**
- Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
- Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.**

Provide specific examples of actions taken for each checked practice:

Smoking is prohibited in the building and on school grounds. Smoking is not permitted on buses. There are designated signs posted around the school grounds to promote this policy.

Each of these measures was taken as part of the renovation of the building and preservation of these conditions has been incorporated into our purchasing policies.

4B. Describe how your school manages chemicals routinely used in the school to minimize student and staff exposure.

In addition to following cleaning standards that minimize the use of chemicals, we store our cleaning supplies in a locked storage area off-limits to students and most staff. The non-toxic surface cleaners provided to each classroom teacher are stored either out of reach of students or in a closet in the classroom.

5B. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.

The HVAC system incorporated into the school's design circulates fresh air throughout the day and new filters are installed quarterly. Staff and students are able to immediately report any smells via email and radio, which are immediately investigated, and the cause eliminated or contained. Our school nurse also provides heat index and air quality warnings to all staff on days when this is relevant and students are either kept inside or provided limited and controlled outdoor time. We have a clear policy and practice of staff and students minimizing or avoiding the use of perfumes.

6B. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity, and to promptly cleanup mold or remove moldy materials when they are found.

Capital City's maintenance team takes leaks very seriously. The source is identified as quickly as possible, impacted areas are cleaned and disinfected immediately, damaged or wet ceiling tiles are replaced from our stock.

7B. Has your school has installed local exhaust systems for major airborne contaminant sources?

Yes No

8B. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure that they are clean and operating properly.

Capital City has a preventive maintenance contract for our HVAC system that requires quarterly replacement of all filters and on-call services. It includes seasonal checks to ensure the system is functioning properly. Our in-house maintenance technicians complete an inspection of our HVAC system daily, recording data to ensure all gauges and systems are working correctly.

9B. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards.

Our HVAC system meets all ventilation standards by design. While the building has functional windows in most rooms and in the hallways, they are small and are not relied upon for air circulation.

10B. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA Indoor Air Quality (IAQ) Tools for Schools and/or conducting other periodic, comprehensive inspections of

the school facility to identify environmental health and safety issues and take corrective action.

Capital City completed a comprehensive audit of its cleaning services and procedures in February 2013, at which time we documented the cleaning procedures currently followed. Capital City was compliant with Green Seal 42 Standards with only minor exception. On these items (chemical tracking and proactive prevention of impacts on vulnerable populations), Capital City initiated corrective actions that are still in place.

As part of the renovation of the building prior to Capital City moving in, Capital City received 11 of 19 points on the LEED for Schools scorecard for Indoor Environmental Quality. This reflects decisions to use low-emitting materials, including paints, flooring and furniture.

Element 2B: Nutrition and Fitness

11B. Check the practice(s) that your school employs to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

- Our school has offered students a lunch menu that meets the USDA's Healthier US School Challenge gold level menu criteria over the past school year (check yes if you received Healthy Schools Act lunch meal reimbursements).**
- Our school participates in a Farm to School program to use fresh, local food.**
- Our school garden supplies food for our students or the community through a cooking or garden class.**
- Our students receive age appropriate physical education (PE) in which 50% of each class period includes structured physical activity.**
 - **Please specify the total number of PE minutes per week that your students received over the past year 120 minutes/week.**
 - At least 50% of our students' annual physical education takes place outdoors.**
 - Our students participate in the EPA's Sunwise Program (or equivalent program).**
- What percentage of the food purchased by your school is locally grown, locally processed, and unprocessed from growers engaged in sustainable agriculture practice as defined in the Healthy Schools Act. 75%**
Type: apples, pears, greens, broccoli, carrots, and corn

Specific examples of actions taken for each checked practice:

We receive reimbursement from the Healthy Schools Act and provide only healthy meals. All students are required to take a fruit each lunch. We contract out our meal services to Revolution Foods who meets the Healthy Schools Act requirement. We were also a 2015 Silver Awardee for the US Healthier School Challenge.

We work with OSSE's Farm to School Program team who assists schools in procuring and serving local foods and in incorporating farm to school concepts into the school environment through teacher training, technical assistance, and District-wide events (such as Strawberries and Salad Greens Day in May and Growing Healthy Schools Month in October). During those events, we host seasonal garden activities during recess and invite local chefs to do cooking demonstration.

We have several programs promoting fresh local foods right from the school garden. One of them is the School Garden Market each spring and fall. The Garden Coordinator also uses school garden vegetables for lessons throughout the year. Especially during the summer school program when there are large harvests, we are able to host weekly cooking lesson for all lower school classes. We also offer a tasting table at the Back to School Picnic in September for all community members. As an extension of growing your own vegetables, we sell vegetable seedlings at our Spring Fair in June as well.

Revolution Foods provides fruits and vegetables from local sources for our meal program.

12B. Describe the type of outdoor education, exercise, and recreation available at your school.

Capital City offers all students fitness classes. Lower and middle school students have fitness at least twice a week and high school students must take at least two semesters' worth of fitness to fulfill their graduation requirements. Capital City fitness classes take place in our gymnasium, dedicated student fitness center, outdoor mini-soccer pitch, blacktop, playground (for PK – 4th grades), or two large fields, depending on the lesson plan for that day. PreK – 8th grade all have outdoor recess. K – 4th grades have recess every day, and middle school students (5th – 8th grades) have recess two – three times a week.

In addition to our fitness program, Capital City has an adventure program that is focused on introducing students to the outdoors. Outdoor activities have included hikes in Rock Creek Park, camping trips, rock-climbing trips, and outdoor recreational activities in general. Students have at least two “adventures” per year.

We offer a wide spectrum of free afterschool sports for our students, beginning in 5th grades. Sports activities meet 2-3 times a week and range from developmental tennis to lacrosse and traditional sports such as basketball and soccer. More than 50% of our middle school students attend after-school sports clubs. Our high school soccer teams were both Charter Cup Champions this past school year. Lower school students have the opportunity to enroll in winter sports sessions held on Saturdays that are targeted at their level of development. Lower school students enrolled in aftercare participate in (or receive) additional fitness activities.

13B. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

Capital City participates in the Healthy School Act, and received a silver award from the Healthier US School Challenge in recognition of our nutrition and fitness practices. All campuses have been designated Let’s Move schools. A large component of our focus on nutrition is our school garden program and school garden market. The School Garden Market is a weekly market run in the fall and spring. High school students manage the market with support from the School Garden Coordinator and our Environmental Science teacher.

Our School Garden Coordinator also works closely with teachers to develop curriculum that incorporates garden activities. For instance, the first grade expedition (semester-long study around one theme) focuses on healthy bodies. The expedition teaches students about the nutrients their bodies need and what foods help them develop and grow. As part of this expedition, the School Garden Coordinator taught students about the different parts of a plant and helped them make kale salads. The middle school offers two electives focused on nutrition and healthy eating – Top Chef and Farm-to-Table. In these electives, students learn to use ingredients from the school garden to make healthy and delicious snacks and meals that they can then try at home. As part of these electives, guest chefs visit the classes to work directly with students in preparing meals. Our partners have included Playworks, Sports for Sharing, Sweetgreen, City Blossoms, Casey Trees, DC Recreation and Parks, and many more. Action for Healthy Kids has supported our middle school fitness and health programs for the past three years.

Element 3B: Coordinated School Health, Mental Health, School Climate, and Safety

14B. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? Yes No

If yes, describe the health-related initiatives or approaches used by the school:

Capital City partners with Children’s Hospital to provide an in-house nursing staff of two. Nurses train our office managers in administration of medicine to students. Nurses also provide training to staff about maintaining a clean environment and how to accommodate students with breathing or other health-related illnesses. The same nurses care for our students across campuses, allowing for commonality and comfort for students as they move on to higher grades. Information in multiple languages is posted outside the nurse’s wellness suite to instruct on how to maintain cleanliness, identify flu symptoms, or convey other important information that is necessary given the time of year.



15B. Does your school partner with any postsecondary institutions, business, nonprofit organizations, or community groups to support student health and/or safety?

Yes No

If yes, describe these partnerships:

Capital City has worked with Metro Teen AIDS to provide sexual health education for our high school students. Sexual Information & Education Council of the United States has also provided sexual health education for middle and high school students in the past.

Playworks and Sports for Sharing have partnered with our Lower School to provide student health and fitness. Playworks' program is focused on teamwork, cooperation, and understanding through play. It incorporates active games to help students learn how to work together, recognize and manage stress, and build confidence. Sports for Sharing uses cooperative games, taught in Spanish as well, to teach students about civic engagement and mutual understanding.

16B. Does your school have a school nurse and/or a school-based health center? Yes No

17B. Describe your school's efforts to support student mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.):

Student mental health is an important priority for Capital City. Each campus has a dedicated counselor who provides counseling to students on an as-needed or on-going basis. This year, the middle school offered girls' and boys' weekly support groups, BRIDGES, for 8th grade students who were struggling emotionally and/or socially in school. BRIDGES is focused on developing the students' leadership skills and helping them recognize their emotions and triggers in order to deal with them in healthy and productive ways. All campuses use restorative justice practices to manage student discipline. Class sizes are kept small so that teachers can know each of their students on an individual level. In the middle and high school, students are assigned to small peer groups of 10-12 students with one teacher lead. These "advisories" meet daily for 30 minutes and allow students time to discuss issues in the school community, build a support group, and know well at least one adult in the building. Through our current accreditation renewal through the Middle States Accreditation, we also set the goal to develop an Emotional School Safety Training Program in the coming years.

Capital City takes bullying very seriously. We have an anti-bullying policy, and students receive training on what constitutes bullying through their advisories and classrooms. Signage is posted throughout the school to help students identify bullying and to know to whom to report incidents of bullying.

Pillar 3: Effective Environmental and Sustainability Education

1C. Does your school have an environmental or sustainability literacy requirement?

Yes No

2C. Describe how environmental and sustainability concepts are integrated throughout the curriculum.

Environmental and sustainability concepts play a key role, especially in our science curriculum. In the lower school, the school garden program and expeditions are typically students' entryway into learning about their environment and sustainability. For the past four years, the 2nd graders' spring expedition has focused on water and conservation. Through this expedition, students take fieldwork to local waterways and study our local water sources hands-on. They also learn how we as humans impact our water and why it's important to focus on conservation efforts.

In the middle school, students' 5th and 7th grade expeditions focus specifically on the environment and sustainability (Save the Bay! and Oceans in Crisis, respectively). Students are tasked with creating PSAs and developing projects to educate their fellow peers about the importance of reducing our carbon footprint by looking specifically at the Chesapeake Bay (5th grade) and oceans (7th grade). When we designed our new building, 7th and 8th graders spent a



year studying green practices that could be incorporated into our new building's design. Their suggestions and research were incorporated into the final design of our school building.

High school students must take at least one science course that has an environmental focus, Urban Ecology or Environmental Science, in order to graduate high school. These courses include fieldwork outside of the school building and challenges students to identify environmental changes and possible solutions for managing ecological systems within an urban setting, as is the case of Urban Ecology. Prior to taking Environmental Science or Urban Ecology, students study different aspects of watersheds and water quality in their 9th grade Biology and 10th grade Chemistry classes.

Advisories are also charged with creating posters and school-wide campaigns to promote sustainable practices, such as recycling and reducing water usage. This year, thanks to a grant from Kaiser Permanente, we will be installing four water bottle filling stations throughout the school to promote water consumption and reduce plastic bottle waste.

3C. Describe how professional development in environmental and sustainability education is provided to teachers.

Teachers are encouraged to seek out professional development that exposes them to improving their practice, as is true for developing their environmental and sustainability education. All teaching staff receives weekly professional development and throughout the year, teaching teams lead trainings for staff on their area of work and how it intersects with their co-worker's curriculum. This is one manner in which environmental and sustainability education is provided to teachers. The School Garden Coordinator provides training for all teachers during the summer professional development sessions. During these sessions, the School Garden Coordinator leads lessons and suggests experiences for teachers to help them incorporate the garden into their lesson planning.

4C. Describe how environmental and sustainability concepts are integrated into assessments. Environmental and sustainability concepts are integrated into assessments primarily through science coursework. As students have classes focused on these areas, assessments are carried out as part of the students' typical classwork. Fieldwork, projects, and presentations are all a part of a students' coursework and assessments.

5C. For schools serving grades 9-12, provide:

- **The percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career.** N/A %

6C. How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge?

The 5th and 7th grade expeditions are a clear example of how these themes are incorporated into students' thinking skills and content knowledge. As part of the 5th Grade Save the Bay expedition, students use technology to create PSAs that are then shared with their peers and families during the Middle School Celebration of Learning. They also develop infographics that include scientific data. The 7th grade Oceans in Crisis expedition uses technology to create short videos that teach their peers about their chosen topic. Students use technology to research their topic and present a compelling argument to their audience. The students use higher order math to identify trends in oceans' environment and sustainability.

7C. How does your school use sustainability and the environment as a context for learning green technologies and career pathways?

Every expedition includes experts whose dual purpose is to connect the students' learning to the real world and expose them to possible career paths. This has included environmental scientists from the USDA who discussed with 1st graders about colony collapse disorder as part of their Bee expedition, food justice experts who presented on sustainable food practices, conservation experts from the Anacostia Watershed Society to support the 5th Grade Save the Bay expedition, and the Alliance to Save Energy as part of the 8th Grade Green Building expedition.



8C. Describe students' civic/community engagement projects which integrate environment and sustainability topics.

Community engagement is a key component of every student's expedition. First graders' annually sell beeswax candles at two local farmers' markets to share information about bees' beneficial contributions to our ecology, colony collapse disorder, and how humans can help bees. Fifth and 7th graders create PSAs to support their expeditions that are shared first with their peers and then with our school community as part of the Middle School's Celebrations of Learning. Eighth graders developed a green building book to highlight green building practices that could be incorporated into our new building when it was renovated in 2012.

9C. Describe your students' meaningful outdoor learning experiences at every grade level.

All students have outdoor learning experiences, primarily through fieldwork and our adventure program. All students have at least two adventure experiences that take them out into nature, be it on the Billy Goat trail in Great Falls, MD, to rock climbing and overnight camping at Assateague Island. These experiences build upon each other every year so that students develop environmental competency and a connection to nature. Students' fieldwork includes participation in the Anacostia Watershed Society's Rice Rangers program in which students plant native plants along the Anacostia River and take pontoon boat rides to identify native plants and animals as well as the effects of pollution on the river.

Specific examples include:

Pre-Kindergarten – In the fall, students took an expedition trip to a pumpkin patch, where they harvested pumpkins and apples. They enjoyed playing outside and participating in the many activities provided for learning outside. Before and after the trip, they learned about what happens to plants as the weather gets cold, how people collect food, and put the garden “to sleep” in preparation for winter.

Kindergarten – Kindergarten students walked to nearby Fort Slocum to look for leaves and birds as part of their bird expedition. They learned to differentiate leaves and identify artifacts that indicated birds had visited the area.

First Grade – Students visited our school garden and talked about the different parts of the USDA's My Plate. They then picked vegetables to make a fresh salad. As part of the spring expedition on bees, students visited the Washington Youth Garden to participate in their Science Program Reaching OUT focused on pollination. They also visited a butterfly garden to learn about other pollinators.

Second Grade – Students went to Rock Creek Park to gather clay samples, reflected on what they observed at the creek, and created drawings.

Third Grade – At the beginning of the school year, students took an adventure trip to hike to a local trail. The focus of these trips is to highlight and reflect on the school's community values in adventure situations. In the spring, students visited Assateague Island as part of their spring expedition on whales and marine ecosystems. This provided an opportunity for students to explore the sandy shores marine ecosystem as well as to see the ocean for the first time for those who have never seen it.

Fourth Grade – Students visited Carderock to observe rocks as part of their Geology Expedition. They collected small rocks and leaves for their observation journals.

Fifth Grade - Students had an overnight experience at a farm along the Chesapeake Watershed to see how people have an impact on an ecosystem that seems far away from city life. In the spring, Students will or grew grow native plants in their classrooms to later plant them in the Anacostia River in order to help rebuild its wetlands. Students also took a boat trip down the Anacostia River to see how the landscape has changed over time due to human activities.

Sixth Grade - Students rock-climbed and hiked along the Potomac River at Carderock as their fall adventure trip.

Seventh Grade – In the fall, students visited Carderock to hike and rock climb. In the spring, they visit Riley’s Lock part of the C & O Canal that has a life and an aqueduct. Students learned about the history and role of canals and aqueducts. Students trawled for fish, tested water quality, analyzed maps, and discussed how what happens in the Potomac River (and Chesapeake Bay) impacts the ocean as part of their spring expedition, Oceans in Crisis, through a Chesapeake Bay Foundation Potomac River Education Cruise.

Eighth Grade – Students visited Common Good Urban Farm and Hard Bargain Farm (MD) to learn about local food ecosystems both in an urban and rural setting as part of their expedition on health and wellness.

Ninth Grade - Students spend three days and two nights camping at Camp Greentop on Catoctin Mountain. During this time, students hiked, slept in cabins, removed invasive species, and told campfire stories. The purpose of the trip is to develop meaningful relationships in a beautiful environment. These outdoor experiences during the camping trip taught grit and perseverance.

Tenth Grade - Students participated in an outdoor adventure trip to Great Falls. Students hiked, kayaked, or rock climbed. This adventure trip is held at the beginning of the year to promote teambuilding. Chemistry students visited the Washington Aqueduct as part of their expedition on DC water quality and toured the facilities to see how DC water is treated and tested. In Geometry, students worked with the Environmental Science class to use trigonometry to measure the heights of different trees near the school.

Eleventh Grade - Environmental science students participated in an overnight camping trip at Assateague Island. There they learned how climate change affects the islands’ habitats, geography and animals. English III students visited Rocklands Farm or Red Wigglers Farm (both in Maryland) to jumpstart their Food Justice expedition. At the farms, they learned where and how plants grow, and how animals contribute and impact the way plants and food grows. Students were able to try some fresh produce that was growing and interact with the farm animals.

Twelfth Grade – Students interested in the environment and sustainability have the option to pursue these topics as part of their six-month senior expedition, an education requirement. All seniors also learn to explore DC via bicycle using the Capital Bikeshare system. Our Adventure Coordinator leads them in this “urban adventure”.

Our school has an outdoor classroom that impacts learning, community engagement and service learning.

10C. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills.

Expeditions cross all subjects and include two fieldwork experiences. During fieldwork, reflection in writing is a large part of a students’ experience as students journal about their learning and its relationship to their fieldwork. Kindergarteners’ Bird Expedition encourages them to develop a sense of wonder as they visited a local park to look for birds and identify difference in leaves’ colors. Second graders visited local rivers to collect clay and learn about how sediment is created. They then used the clay to build a mini-hut as part of their Homes expedition in which they learned about the Maasai and Mongolian cultures. Chemistry students visited the DC Water and Sanitation Authority to learn how the city’s water is filtered for consumption. They then compared water from the facility with water samples from local river streams and presented their findings at our annual Celebrations of Learning to family, staff, and peers. The 1st grade Bee expedition takes students out into their community to advocate for bees. Students share information about how to help bees and why bees are important with visitors to their beeswax candle stand at two local farmers’ markets.



11C. Describe your partnerships to help your school and other schools achieve in the Pillars. Include both the scope and impact of these partnerships.

Pillar I: *Reduced environmental impact and costs.*

The 7th/8th Grade Green Building Expedition in 2010/11 created a unique partnership between our school and the Alliance to Save Energy and the U.S. Green Building Council, who served as experts for their expedition. Through this expedition, students explored the problem of overconsumption and developed solutions to illustrate their knowledge of energy-efficient, renewable energy alternatives. This seven-month expedition culminated with students' research, writing and production for the Green Building Book, which was then presented to the Board of Trustees in June 2011. Their recommendations were incorporated into the final design renovations for our new building in 2012. Our building is certified LEED GOLD and was designed to maximize natural light. Classroom and office lights are sensor-based. Recycling bins are in every classroom, office, and hallway to reduce our waste.

Pillar II: *Improved the health and wellness of students and staff.*

Capital City has partnered with the Office of the State Superintendent for Education, Kaiser Permanente, Action for Healthy Kids, Metro Teen AIDS, and many likeminded government or nonprofit organizations to support our health and wellness activities. Kaiser Permanente and Action for Healthy Kids have supported our fitness and healthy eating and cooking programs on all three campuses. Most recently, Kaiser Permanente granted us funds to purchase water bottle filling machines, which was a staff-led initiative. Action for Healthy Kids most recently supported our middle school yoga elective and afterschool club and our lower school garden program.

Pillar III: *Effective environmental and sustainability education.*

Capital City has partnered with DC Greens to provide a School Garden Market weekly during the fall and spring. DC Greens also provides professional development trainings for our School Garden Coordinator and interested teachers on how to incorporate gardening activities and ecological practices into their curriculum. Bridging the Watershed (BtW), part of the Alice Ferguson Foundation, has provided guests judges for our Chemistry Water symposium to offer students' feedback. BtW has also served as a fieldwork site for student to study macro-invertebrates and water quality. Casey Trees has worked with our middle and high school students to teach them about tree ecology and then guided students in planting trees around our school grounds and in our school courtyard for the past four years.

12C. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology, and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships.

Since 2014, the 11th grade teaching team has led a grade-level expedition, Food Justice for All, focused on food security issues in our community. As part of the expedition, students spend three months researching, interviewing experts, and developing presentations for their culminating Youth Summit on Food Justice. The Youth Summit is held in downtown D.C. and invites students, policymakers, and organizations to learn about the students' chosen food justice issues. Workshops at the summit have included such topics as food waste on a national and community level, identifying food deserts, the effects of factory and industrial farming on livestock, the racial impacts of obesity rates, and the effects of food policy on low-income neighborhood. Students study their topic through a multi-disciplinary lens, using data and research to support (or debunk) their claims. Presentations must use sustainable practices and technology that is accessible for a wide audience. Last year, 200 attendees attended the summit, including three area high schools. Crucial partners to the summit were Bread for the City, DC Greens, Georgetown University, 826DC, OSSE School Garden Program, Dreaming Out Loud, Revolutionary Foods, Red Wiggler Farm and Rocklands Farm.

13C. Submit up to eight photos or up to three minutes of video content that capture how the three Pillars are implemented at your school.



Photo #1 – High School Commons – The building was renovated to include large windows that maximize natural light in classroom and multi-use spaces.



Photo #2 – Urban Ecology Fieldwork – As much as possible, teachers take students outdoors to engage with and study from their natural surroundings.



Photo #3 – Middle School Seedfolks Garden – Students in the Farm-to-Table elective grew and harvested foods from their very own garden based on the book, Seedfolks.



Photo #4 – School Garden Market – This weekly student-led market in the spring and fall offers fresh produce to families from our garden and a local farm.



Photo #5 – First Grade Kale Salad – Our School Garden Coordinator visited the 1st grade to discuss parts of a plant and identify different vegetables and fruits. The students then make kale salads.



Photo #6 – Kindergarten Bird Expedition Kick-off – Students learned how to observe and take note of bird artifacts and identify leaves in this outdoor classroom activity.



Photo #7 – Healthy Food Choices – The school provides students with health snacks rather than giving students the option of eating junk food.



Photo #8 – 11th Grade Youth Food Justice Summit – Students lead attendees in an interactive activity to understand the effects of factory farming on animals and the environment.



Additional Contacts

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