



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 early learning to 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 and sustainability 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

Name of Principal/Head of School: Daniela Anello
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: D.C. Bilingual Public Charter School
(As it should appear on an award)

**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.

A handwritten signature in black ink that reads "Daniela Anello".

Date: 1/25/2021

(Principal/Head of School's Signature)



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

District Name: n/a

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

n/a

(Superintendent’s Signature)

Date:

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: DC Office of the State Superintendent of Education

Name of Nominating Authority: Dr. Heidi Schumacher
(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.

(Nominating Authority’s Signature)

Date: 2/10/2021

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: December 31, 2023

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 NARRATIVE

Founded in 2004, DC Bilingual Public Charter School provides an innovative dual immersion Spanish and English learning program for all students, regardless of their home language. Through our rigorous academic curriculum, comprehensive arts, technology, and athletics programs, and our celebration of diverse cultures, DC Bilingual students learn the skills and values they need to become influential participants in their community. We serve 478 students from PK3-5th grade, and 50% of our families are eligible for Free and Reduced meals. At DC Bilingual we are guided by LEAD values: Learn Languages, Earn Respect, Act Responsibly, Do Your Best. These values are used to reinforce caring for our planet, community, and school. In line with the LEAD values, DC Bilingual demonstrates a commitment to environmental sustainability throughout the day. DC Bilingual is unique in establishing a Department of Food and Wellness with the intent to coordinate personal and environmental awareness across every department in the school. Wellness is key to the core elements of the school strategic plan, in particular building resiliency and life skills for our community. This department utilizes the ASCD Whole School, Whole Community, Whole Child model to collaborate with the entire school community towards supporting holistic wellness. The main responsibilities of the department include overseeing the school nutrition program, managing the culinary and gardening education programming for students, staff and families; and maintaining our 7,000 sq ft school garden. Additionally, the department partners with the Operations department to ensure that steps are taken towards maintaining sound health and wellness practices on campus in regards to building maintenance and other policies. Guidance for policies and programming related to environmental health, wellness, health and nutrition education; staff and family education and engagement is largely structured by the DC Healthy Schools Act. This legislation provides metrics for each of these areas for every school in the city, and we regularly report on and strive to improve as a community in each aspect. Of the different components of the Healthy Schools Act, environmental sustainability is most integrated into the environmental health and maintenance of the building and the education that is provided through multidisciplinary activities.

DC Bilingual Public Charter School is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. Taking this a step further, DC Bilingual envisions that our programming provides everyone who interacts with our campus - students, staff, families and neighbors - with the tools to succeed and thrive as global leaders. To this end, we have built over time a comprehensive culture that engages all ages in environmental and sustainability education. Our school is not just for our families and staff; we share our building with the broader community through space access for outside organizations and wellness programming to engage neighbors in culinary and gardening initiatives. Even during the pandemic, when students are learning 100% virtually, our school serves as a key nutrition hub for meals and food distribution (serving over 400 families), and maintains the grounds of the campus for safe outdoor activities for neighbors.

Our environmental education opportunities for students are exemplary and have been recognized throughout the city. The 7,000 sq ft school garden won the OSSE School Garden award in 2017, and our site has been used by outside organizations City Blossoms, US Forestry Service, DC Greens, Food Corps, Casey Trees, and Urban Adventure Squad for workshops, trainings and presentations. The school garden is a key piece to the success of the environmental and sustainability education for everyone at DC Bilingual. The space is large enough to host an incredibly diverse habitat, including a butterfly garden, koi pond, triple-bin compost, vermicompost, herbal sensory garden, 15 raised beds for crops, 16 fruit and flowering trees. Each year we rotate crops that are harvested for culinary and gardening workshops,

to be prepared in recipes in our school kitchen, and to be sent home with families at a student-led weekly market. Recently our renovated building was certified LEED gold, and as we plan an expansion of the building in the next 3 years we will continue to reach towards LEED Platinum. There are also 6 additional rain gardens that were created in the parking lot and other impermeable surfaces during the 2018 renovation to reduce runoff into the Chesapeake watershed. The Department of Food and Wellness recently partnered with local organization Casey Trees to plant several dozen trees on the school campus and adjacent field as part of a second grade service learning project, with the goals of increasing our city's tree cover and providing shade and habitat for our community. Many of our families are drawn to our school because of the emphasis on science and access to rich and diverse outdoor spaces. To provide a picture of what our LEADers learn, student who grows up in DC Bilingual from PreK3-5th grade will experience the following:

- *Daily access to outdoor learning opportunities in PK and extended day programming*
- *Daily science education for all grades, with hands on opportunities in our school garden, peripheral rain gardens and forest, and field trips at every grade level.*
- *Recycling and composting education throughout every room in the school*
- *Expeditionary civic engagement to connect with local leaders and organizations regarding environmental issues*
- *Cultivation of local habitat and a deep understanding of our impact on the interwoven ecosystem*
- *Caring for a variety of on-campus animals, including a koi pond in the garden; turtles, fish and an indoor observatory beehive; and chickens from our annual partnership with local farms*
- *Planting, Tending, Harvesting, and Preparing fresh produce in a wide range of recipes through Culinary and Gardening Education at every grade level*
- *Hands-on, exploratory field trips that connect between life skills and the environment, including local farms, parks and nature centers that highlight Meaningful Watershed Educational Experiences*

The after-school programming, called "The Hive," is another opportunity for students to participate in hands-on activities related to the environment and sustainability. Programming prioritizes outdoor education and incorporates nature-based activities into every age group. In the past, this has included regular field trips to our local forest, Rock Creek Park; partnerships with outdoor-education organizations such as Urban Adventure Squad; and special guests from the community to teach about caring for our local environment. Currently The Hive in-person activities are solely outdoors and mostly take place as educational hikes through Rock Creek Park, with English/Spanish storytelling sessions.

DC Bilingual is committed to continuously improving environmental practices on campus, but also spreading information about best practices to our families and neighbors. We participate in a citywide network of schools working to showcase educational and community engagement ideas. The Department of Food and Wellness partners with staff, the Family Engagement team and the PTA to gather feedback on programming, and to support new ideas each year. Some of the partnership projects have included an Outdoor Activity Expo to promote biking and walking to school; and regular monthly community workdays in the garden during the growing season. In an average school year, over 100 family members volunteer to sustain our garden together, and we have trained 20 neighbors to use our Department of Parks and Recreation community compost. As we consider new projects, we are always conscientious of potential partnerships and ways to leverage the strengths of our community into efforts with a greater impact. For that reason, we have partnered with a variety of organizations including Food Corps, City Blossoms, DC Greens, US Forestry Service, Casey Trees, Urban Adventures, the Audubon Naturalist Society, Whole Kids Foundation, and The Nature Conservancy.

NOMINEE INFORMATION

School, District (LEA), or Postsecondary Institution Name: D.C. Bilingual Public Charter School

Category of Nomination (School, District, or Postsecondary): School

Address: 33 Riggs Rd NE City: Washington State: DC ZIP: 20011

Twitter: Facebook: <https://www.facebook.com/DCBilingual>

Top Official (School=Principal; District=Chancellor/CEO; Postsecondary Institution=President)

Title (Mr./Ms./Mrs./ Dr.): Mrs. First Name: Daniela Last Name: Anello

Position/Role (Principal/ Chancellor/ CEO/ President): Head of School

Email: danello@dcbilingual.org Phone: 914-393-4335

Lead Applicant (if different)

Title (Mr./Ms./Mrs./ Dr.): Mrs. First Name: Lola Last Name: Bloom

Position or Role (e.g., Teacher/ Sustainability Director/ Facilities Director): Director of Food and Wellness

Email: lbloom@dcbilingual.org Phone: 202-870-8158

Check all that apply:

Early Learning

Elementary

Middle

High

Public

Charter

Magnet

Non-Public

Two-Year

Four-Year

Community College

Career and Technical

Provide percentages, if any are relevant to your school, district, or institution:

Pell Recipients: 0

Free and Reduced Price Lunch: 50%

Minority: 84%

Limited English Proficient: 40%

Special Education: 14%

Graduation Rate: 100%

Attendance Rate: 90%

Provide the following:

Total Enrolled: 478

Number of Schools: 1

Buildings: 1

Campuses: 1

DOCUMENTATION OF SUSTAINABILITY ACHIEVEMENT

Pillar I: Efforts to Reduce Environmental Impact and Costs

The school administration at DC Bilingual consists of our head of school, upper and lower-school Principals, Director of Operations, Human Resources, Director of Development, Director of Food and Wellness and Director of Extended Day Programming. The administration meets regularly to address school-wide systems, which have included environmental and sustainability efforts such as recycling, composting, and the renovation of the building to include eco-friendly upgrades. The entire administration has attended environmental education training with the Department of General Services (recycling and composting education) and the Department of Parks and Recreation (food waste and composting) to better understand what local policies and services exist to reduce the impact of waste from schools.

The principals support recycling and composting efforts, particularly modeling the practice in the school cafeteria during meal clean up times. In the 2019/2020 school year the cafeteria transitioned to compost all food waste during the preparation and consumption of meals on campus with the Compost Crew company. Additionally, the principals support environmental education efforts through the robust science education programming and annual science fair on campus. The leadership also wants to continue updating our schoolwide practices to reduce our impacts and supports any initiatives that staff suggests.

The DCB community has adopted new environmental practices, especially since moving to the Keene building in 2016. The location is ideal for multiple modes of transportation alternatives, including the Fort Totten metro station (0.5 miles away), which also has a Capital Bikeshare station and four different bus stops, and proximity to the Metropolitan Branch bike trail. The parking lot has been updated to include designated low-emission parking spaces, a bike rack, and ramp. The building was older and in need of repairs when the school moved in, and DCB raised funding to renovate the building and update technologies to reduce impacts on the environment. Some of the improvements to the campus include a total renovation of the HVAC system to increase efficiency; updated lighting and electrical work; and creating additional permeable surface in the parking lot with recessed rain gardens. The new HVAC system is a rooftop unit with MERV filters. It continuously and efficiently circulates fresh air into the building, and each space has its own heating and cooling control panel. The updated electrical work included motion sensors to reduce energy use to times when the spaces are occupied. New water fountains were installed throughout the building with no-touch bottle-filling functions. Sinks in all bathrooms operate with motion sensors. The water filters are checked and changed twice a year. The renovation of the building was significant enough to earn a [LEED Gold rating](#).

The key areas of reducing environmental impact through our maintenance efforts include energy efficiency and waste management. All of the lighting during the renovation was replaced with energy efficient fixtures with motion sensors. New appliances in the kitchen are entirely Energy Star certified. The updated HVAC system also reduces energy usage compared to our previous system of radiators and window units.

At DC Bilingual we are guided by LEAD values: Learn Languages, Earn Respect, Act Responsibly, Do Your Best. These values are used to reinforce caring for our planet, community, and school. The Department of Food and Wellness uses

the ASCD Whole School, Whole Community Whole Child framework to partner with the Operations team, staff, families, and kitchen to create systems for waste management throughout the building. In every classroom and hallway, there are receptacles and signage for recycling and landfill waste. Students learn about recycling and waste in their science classes, # of science classes per week. There are school-wide initiatives to highlight waste such as our annual earth week and recycling poster competitions, and these are promoted through monthly all-school assemblies, on our social media and family communications. The school food program, which also engages the entire school community, has evolved over time to address waste through plate waste audits, cafeteria and kitchen composting, and the incorporation of recyclable and compostable disposable items. The creation of a kitchen has also reduced reliance on disposable items with the introduction of an energy-efficient dishwasher. Large scale composting is made possible through a contract with a local company that picks up approximately 210 gallons of food waste per week. During mealtimes and culinary/gardening education, students are taught about the importance of managing food waste. We do not host “share tables” because our school food is not individually packaged, and our fresh fruit and vegetables are cut (therefore it is not hygienic to leave on a table). Some of the approaches to reducing food waste include:

1. Gathering student input on menus
2. Allowing students to return unopened milk in a food safe manner
3. Composting front of the house and back of the house food waste
4. Learning about the impact of food waste on our planet
5. Conducting food waste audits by weighing food waste over a span of time and publicizing/ discussing the results
6. Conducting taste tests to encourage students to eat more of the elements on their plates
7. Visual decoration throughout the cafeteria that encourages the reduction of food waste
8. Incentives (e.g., stickers and prizes) for reducing food waste and tasting new foods.

To continue composting throughout the building, teachers may elect to utilize small compost bins in their classrooms to dispose of fruit and vegetable waste in our school garden compost. The school garden three-compartment composting bin was constructed in partnership with the Department of Parks and Recreation, and is a Community Compost that may be accessed by staff, families, and neighbors. It is mainly utilized for the disposal of garden waste.

Pillar 2: Efforts to Improve the Health and Wellness of Students and Staff

DC Bilingual is unique in establishing a Department of Food and Wellness with the intent to coordinate personal and environmental awareness across every department in the school. This department utilizes the ASCD Whole School, Whole Community, Whole Child model to collaborate with the entire school community towards supporting holistic wellness. The main responsibilities of the department include overseeing the school nutrition program, managing the culinary and gardening education programming for students, staff and families; and maintaining our 7,000 sq ft school garden. Additionally, the department partners with the Operations department to ensure that steps are taken towards maintaining sound health and wellness practices on campus in regard to building maintenance and other policies. The Department of Food and Wellness also works with Human Resources and the Student Support Services to promote school-wide wellness initiatives. Guidance for programming related to environmental health, wellness, health and nutrition education; staff and family education and engagement is largely structured by the DC Healthy Schools Act. This

legislation provides metrics for each of these areas for every school in the city, and we regularly report on and strive to improve as a community in each aspect. Of the different components of the Healthy Schools Act, environmental sustainability is most integrated into the environmental health and maintenance of the building and the education that is provided through multidisciplinary activities. We contract with outside companies for indoor and outdoor maintenance of the campus, and scope of work includes several activities for environmental health. The contractors regularly inspect the HVAC system to ensure proper filtering and indoor air quality metrics, as well as inspecting and monitoring areas mold, moisture, and for pests. To minimize indoor air pollution, we only use “green” cleaning supplies in our building. The grounds of the school are also regularly maintained by an outside landscaping contractor, and pesticides and other chemical treatments are forbidden. In the garden, we use integrated pest management practices; we do not apply insecticides, fungicides, herbicides, or any non-organic, non-biodegradable sprays to our space. We grow specific plants to attract beneficial insects and birds to consume pests like aphids and mosquitoes. We also use non-toxic, biodegradable options to treat sick plants and pests. Waste and debris is managed to discourage rats and mice. DC Bilingual is fortunate to have abundant outdoor spaces adjacent to the campus, which include front-yard green space, a large school garden, a playground, and a public field. Students, staff, and families regularly use all of the spaces for recess, outdoor family events, parent-teacher conferences, outdoor learning, and service learning. There are also 6 additional rain gardens that were created in the parking lot and other impermeable surfaces during the 2018 renovation to reduce runoff into the Chesapeake watershed. The Department of Food and Wellness recently partnered with local organization Casey Trees to plant several dozen trees on the school campus and adjacent field as part of a second grade service learning project, with the goals of increasing our city’s tree cover and providing shade and habitat for our community. Each year, staff participate in professional development to reduce waste and energy usage on campus. Staff also participate in our community composting program, and partner with our PTA transportation committee to facilitate biking and using public transportation. DC Bilingual is located in an area with access to several bus and metro options, and the Metropolitan Branch bike trail.

Pillar 3: Efforts to Ensure Effective Environmental and Sustainability Education

In line with the LEAD values, DC Bilingual demonstrates a commitment to environmental sustainability throughout the day. Although it is important to embed this content in curricula outside of science, it bears mentioning that DC Bilingual has an exemplary commitment to science education. Students engage in science instruction every day from PreK-3 to 5th grade; this instruction happens only in Spanish. Teachers deliver a hands-on curriculum, organized around the scientific and engineering practices that support the Next Generation Science Standards (NGSS). DC Bilingual scientists read, write on their science notebooks, experiment, and research throughout the year. Students have hands-on experiences often in the award-winning school garden, through field trips to spaces such as the Smithsonian Environmental Research Center, Prince William Forest, and other local experiences.

The school garden is a key piece to the success of the environmental and sustainability education for everyone at DC Bilingual. The space is large enough (approximately 7,000 sq ft) to host an incredibly diverse habitat, including a butterfly garden, koi pond, triple-bin compost, vermicompost, herbal sensory garden, 15 raised beds for crops, 16 fruit and

flowering trees. Each year we rotate crops that are harvested for culinary and gardening workshops, to be prepared in recipes in our school kitchen, and to be sent home with families at a student-led weekly market.

At the end of the year, the school celebrates discoveries with a school-wide Science Fair. Students present amazing projects to Spanish-speaking scientists from the community that act as judges. The science teachers address recycling and environmental topics like habitat restoration, watershed protection, and pollution in their classes.

Some examples of DC Bilingual's connections to environment and sustainability include:

- PK3&4 - Learning through the **Children are Citizens** project the role that everyone plays in the choices of local politics, including neighborhood cleanup and installation of municipal garbage recycling receptacles; recess and regular class time in the school garden
- Kindergarten - Exploring weather changes and living things in the garden, annual local farm field trips
- 1st grade - Pollinator insects and their role in our food system
- 2nd grade - Plant structures and functions; the stages of matter in water and how erosion affects our environment
- 3rd grade - Life cycles of living things, adaptation; weather changes and tracking data over time
- 4th grade - The local watershed and our role in protecting against erosion and runoff pollution; field trips to the Smithsonian Environmental Research Center
- 5th grade - The transfer of energy through consumption and decomposition; school composting; promoting sustainable agriculture through a student-led market; field trips to Prince William Forest; maintenance of indoor observational beehive

During culinary and gardening workshops and mealtimes, composting is addressed, and all students learn how to separate and reduce their waste. Composting buckets are available to teachers who wish to reduce food waste in their own classrooms by disposing into the school compost. The Department of Food and Wellness offers weekly culinary and gardening workshops, and through these students in all grades learn how to maintain diverse habitats, plant rain gardens, comprehend the connection of their food to the environment, and measure the impacts of different variables in the environment. Students help maintain the garden during these workshops, planting, harvesting, and building pieces of the space that serve as instructional, inviting, and inspiring elements.

The after-school programming, called "The Hive", is another opportunity for students to participate in hands-on activities related to the environment and sustainability. The Director of The Hive, Catalina Stirling, has designed the program to prioritize outdoor education and incorporate nature-based activities into every age group. This has included in the past regular field trips to our local forest, Rock Creek Park; partnerships with outdoor-education organizations such as Urban Adventure Squad; and special guests from the community to teach about caring for our local environment. Currently The Hive in-person activities are solely outdoors and mostly take place as educational hikes through Rock Creek Park, with English/Spanish storytelling sessions.

Educational opportunities are extended to adults within the DC Bilingual community as well as our students. Professional development is offered for staff through the school Department of Food and Wellness, and partnerships with the US Forestry Service. During the 2014-15 school year, teachers participated alongside a cohort of DC area teachers as part of the Office of the State Superintendent of Education's Environmental Literacy pilot, where they identified and practiced lessons that would connect each grade level with citywide sustainability initiatives. Many of the lessons identified through this pilot have become traditional aspects of our science programming. Each year, a few of our teachers attend the North American Monarch Institute to learn about pollinators and then complete projects with their students on campus. Families are a big part of ensuring sustainability of our campus. Caretakers voluntarily participate in monthly gardening workdays. There are also events held throughout the year for families to connect to the environment, including composting workshops, community hikes and seed and plant distributions.