

# **Pennsylvania: 2019 ELIT**

## **Response Summaries from Each Responding LEA**

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**Downingtown Area School District: ELIT Summary**  
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Keystone Central School District: ELIT Summary  
Lampeter-Strasburg School District: ELIT Summary  
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Leechburg Area School District: ELIT Summary  
Lehighton Area School District: ELIT Summary  
Lower Dauphin School District: ELIT Summary  
Mahanoy Area School District: ELIT Summary  
Manheim Township School District: ELIT Summary  
Marple Newtown School District: ELIT Summary  
McGuffey School District: ELIT Summary  
Mechanicsburg Area School District: ELIT Summary  
Mid Valley School District: ELIT Summary  
Middletown Area School District: ELIT Summary  
Millcreek Township School District: ELIT Summary  
Millersburg Area School District: ELIT Summary  
Monessen City School District: ELIT Summary  
Moshannon Valley School District: ELIT Summary  
Mount Lebanon School District: ELIT Summary  
Mount Pleasant Area School District: ELIT Summary  
Mount Union Area School District: ELIT Summary  
Neshaminy School District: ELIT Summary  
Norristown Area School District: ELIT Summary  
North Pocono School District: ELIT Summary  
Northern Tioga School District: ELIT Summary  
Northwestern Lehigh School District: ELIT Summary  
Northwestern School District: ELIT Summary  
Norwin School District: ELIT Summary  
Octorara Area School District: ELIT Summary  
Owen J. Roberts School District: ELIT Summary  
Palmyra Area School District: ELIT Summary  
Pen Argyl Area School District: ELIT Summary  
Penn Cambria School District: ELIT Summary  
Pennridge School District: ELIT Summary  
Perkiomen Valley School District: ELIT Summary  
Phoenixville Area School District: ELIT Summary  
Pine-Richland School District: ELIT Summary  
Pittston Area School District: ELIT Summary

Pottsville Area School District: ELIT Summary  
Punxsutawney Area School District: ELIT Summary  
Ringgold School District: ELIT Summary  
Saint Clair Area School District: ELIT Summary  
Schuylkill Haven Area School District: ELIT Summary  
Shamokin Area School District: ELIT Summary  
Shikellamy School District: ELIT Summary  
Slippery Rock Area School District: ELIT Summary  
South Eastern School District: ELIT Summary  
South Williamsport Area School District: ELIT Summary  
Southern Fulton School District: ELIT Summary  
Southern Huntingdon County School District: ELIT Summary  
Spring Grove Area School District: ELIT Summary  
Spring-Ford Area School District: ELIT Summary  
Steelton-Highspire School District: ELIT Summary  
Sullivan County School District: ELIT Summary  
Susquehanna Community School District: ELIT Summary  
Susquenita School District: ELIT Summary  
Tamaqua Area School District: ELIT Summary  
Tri-Valley School District: ELIT Summary  
Troy Area School District: ELIT Summary  
Tulpehocken Area School District: ELIT Summary  
Union City Area School District: ELIT Summary  
United School District: ELIT Summary  
Upper Adams School District: ELIT Summary  
Upper Moreland Township School District: ELIT Summary  
Upper Perkiomen School District: ELIT Summary  
Valley Grove School District: ELIT Summary  
Wallingford-Swarthmore School District: ELIT Summary  
Warren County School District: ELIT Summary  
Wattsburg Area School District: ELIT Summary  
Waynesboro Area School District: ELIT Summary  
West Chester Area School District: ELIT Summary  
West Jefferson Hills School District: ELIT Summary

**West Perry School District: ELIT Summary**

**Western Wayne School District: ELIT Summary**

**Wilkes-Barre Area School District: ELIT Summary**

**Williams Valley School District: ELIT Summary**

**Wilson School District: ELIT Summary**

**Windber Area School District: ELIT Summary**

**Wyoming Area School District: ELIT Summary**

**Wyoming Valley West School District: ELIT Summary**

*\*Each report indicates the year of the district's most recent data submission (2017 or 2019).*

*Reports dated 2017 indicate the district did not submit updated information in the 2019 ELIT survey.*

## Albert Gallatin Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	

## Albert Gallatin Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	6
Curriculum Planning/Integration	4	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	
<b>Growth Opportunities:</b>	Utilizing community partners in developing training and educational materials for staff and students.

## Allentown City School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Allentown City School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Altoona Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level: Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School: No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School: No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School: At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Altoona Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	5
Curriculum Planning/Integration	7	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Apollo-Ridge School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Well Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **System-wide at the ES level**

Kindergarten	System-wide	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **System-wide at the MS level**

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry		History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Apollo-Ridge School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	6
Teacher PD	4	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	5	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Students do well on on local assessment and projects relative to environmental education.
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Funding for materials, real life application field trips, and work place development in these fields.
<b>Growth Opportunities:</b>	We would like to pursue more outdoor education opportunities for our students.

## Bald Eagle Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science
Physics	Some	English / Language Arts	None	Other Req Course

## Bald Eagle Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Baldwin-Whitehall School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Watershed Integrated & interactive Program requiring community decision-making simulation. EQT grant funded program through Allegheny Land Trust.

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Baldwin-Whitehall School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Already overwhelming science objectives that need to be taught to pass Science PSSA. Limited funds reduce opportunity for outside activities and travel. Bus time is limited and expensive for travel opportunities.
<b>Growth Opportunities:</b>	

## Bellefonte Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** School gardens

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Composting program, Trout in the Classroom, other environmental activities

**High School:** System-wide in a HS required class

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	System-wide
Physics	Some	English / Language Arts	None	Other Req Course	



## Bellefonte Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Bellwood-Antis School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Units related to water cycle and pollution, and therefore effects on watersheds.

**Middle School:**     **System-wide at the MS level**

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** 6th grade Unit on Watersheds, and outdoor environmental camp with numerous presenters, STEM Night at MS/HS

**Describe Isolated MWEEs:** STEM Night Opportunities

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics
Chemistry	Some	History / Social Studies	Some	Other Req Science
Physics		English / Language Arts		Other Req Course

## Bellwood-Antis School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	3
Teacher PD	7	Sustainable Schools Technical Assistance	5	Support from Board of Education	3
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our strength is the 6th grade curriculum and Overnight Environmental Camp. These concepts are then reinforced later in middle school in the Life Science and World Geography curriculum. Our 8th grade PSSA Science Scores indicate above average levels of proficiency.
<b>Strengths of EE for Teachers:</b>	Those teachers most heavily involved in teaching that content, are motivated to development professionally.
<b>Success Stories:</b>	STEM Night Environmental Education Camp
<b>Challenges in EE:</b>	TIME and MATERIALS
<b>Growth Opportunities:</b>	MORE TIME FOR CURRICULUM ORGANIZATION AND TEACHER TRAINING

**Bensalem Township School District: ELIT Summary***Most Recent Data: 2017***Preparedness to Implement Environmental Education****Preparedness Level: Not Prepared***Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

**Student Participation in MWEEs****Elementary School: At some schools/classes, but nothing system-wide**

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:**Describe Isolated MWEEs:***Middle School: No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:**Describe Isolated MWEEs:***High School: At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	None
Physics	Some	English / Language Arts	None	Other Req Course	None

## Bensalem Township School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Bermudian Springs School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	System-wide
Physics	Some	English / Language Arts	None	Other Req Course	

## Bermudian Springs School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	7	Outdoor Classrooms	2
Teacher PD	4	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Bethlehem Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None



## Bethlehem Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	3
Teacher PD	4	Sustainable Schools Technical Assistance	2	Support from Board of Education	1
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Big Beaver Falls Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Big Beaver Falls Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	6
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Big Spring School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Outdoor classroom used by K-1 classrooms @ Mt Rock Elementary Students grade 3-5 district wide participate in genius house (self directed/small group inquiry project which on occasion explore the local environment/watershed)

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Big Spring School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	4	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
Curriculum Planning/Integration	6	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Student Engagement via outdoor learning activities.
<b>Strengths of EE for Teachers:</b>	Teacher agency within the outdoor classroom (K-1 Mt Rock Elem)
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Vertical coordination/articulation K-12
<b>Growth Opportunities:</b>	More systematic integration into curriculum.

## Blairsville-Saltsburg School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**

Biology	Earth Science	Mathematics
Chemistry	History / Social Studies	Other Req Science
Physics	English / Language Arts	Other Req Course

## Blairsville-Saltsburg School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	2	Community Partnerships	2	Outdoor Classrooms	1
Teacher PD	2	Sustainable Schools Technical Assistance	2	Support from Board of Education	1
Curriculum Planning/Integration	2	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Blue Ridge School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Blue Ridge School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	2
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
Curriculum Planning/Integration	4	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our Envirothon participants have been the top performing groups in the county for most of the past decade.
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Time and funding.
<b>Growth Opportunities:</b>	Community organizations supporting and presenting programs. Increased funding specifically for environmental education.

## California Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## California Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	1
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	4
Curriculum Planning/Integration	5	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Canton Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	Some
Chemistry	Some	History / Social Studies	Some	Other Req Science	
Physics	None	English / Language Arts	Some	Other Req Course	

## Canton Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	2	Outdoor Classrooms	6
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Carbondale Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	Some
Chemistry	Some	History / Social Studies	Some	Other Req Science	Some
Physics	Some	English / Language Arts	Some	Other Req Course	Some

## Carbondale Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	4	Outdoor Classrooms	6
Teacher PD	4	Sustainable Schools Technical Assistance	5	Support from Board of Education	6
Curriculum Planning/Integration	4	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Carlisle Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Students partake in a LeTort Stream/ Chesapeake Bay Watershed investigation. Students learn about the importance of our waterways here in Carlisle leading down to the Chesapeake Bay and Atlantic Ocean. Students begin to understand that what they do here in our community impacts greater good of the Chesapeake Bay watershed.

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:** Students investigate throughout the year the importance of the LeTort Stream. Students do pre-learning regarding stormwater management, watershed models, macroinvertebrates, and water chemistry. Students then do a culminating project at the Letort where they go through stations to investigate the water quality and analyze their collected research for Audubon. Furthermore, the students help with plantings by the LeTort Stream to help with the riparian buffer zones.

**Describe Isolated MWEEs:**

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Carlisle Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest elements of our environmental education program would be the fact that it is mostly hands-on, applicable information being gathered. Students analyze the waterway in their own backyard to understand how the community impacts the waterways. We have instituted the LeTort Stream study into the Ecology curriculum at the middle school level, so every student at both of the middle schools is able to receive this education. The opportunities at the high school are also endless - students can partake in the DCNR days to learn about forestry, wildlife management, etc... at the Rachel Carson Building in Harrisburg. Furthermore, students CREATED and began the Green Team, which is a student run and student driven team that focuses on the implementation of sustainability practices. The students conducted waste audits last year and found that teachers and students were not using trash and recycling receptacles properly. As a result of their findings, the students wanted to create composting at the high school to reduce our trash. Now we are partnered with the Dickinson College Farm to collect our composting/food scraps from the high school cafeteria. Students can become involved in this program as a club offering or as a general meeting.
<b>Strengths of EE for Teachers:</b>	The community partnerships have been phenomenal for the teachers. All of the 7th grade teachers were able to have multiple pre-learning experiences with their classes (Life Science) from outside agencies. Additionally, the community partnerships, such as ALLARM and Audubon scaffolded the MWEE to ensure that teachers felt comfortable leading the experiences. The logistics were also heavily managed and helped by the community based partnerships.
<b>Success Stories:</b>	Our school was featured in the USGBC newsletter! One of the science teachers was able to go to a national conference in Minnesota. The conference was focused on highlighting sustainability and green schools. Furthermore, many teachers were offered the opportunity to become USGBC green school certified. I believe two teachers took advantage of that training and received certification. CASD is also involved with the ARC program which focuses on transportation, overall cleanliness and climate of the school building, as well as energy consumption. This allowed all of our schools to become LEED certified! CASD is also a member of the Learning Lab through April 2020.
<b>Challenges in EE:</b>	The cost of Professional Development is a concern. The cost could be from registration costs, substitute coverage costs, and/or transportation costs of students to the program. Furthermore, the logistics can be overwhelming for one person to handle. Teachers are trying to implement large activities that span the entire length of the school year on top of the other requirements of teaching.
<b>Growth Opportunities:</b>	I really want to focus on MWEE Professional Development to redesign our current MWEEs to be more student driven versus teacher/curriculum driven. It is exciting to think of the different opportunities and possibilities that await for our students. I would like to become involved with Stroud Water research Center with the EnviroDIY.

## Carmichaels Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**      **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**      **At some schools/classes, but nothing system-wide**

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Carmichaels Elementary Center partners with PA Fish and Boat Commission to provide programming for our elementary students among other opportunities including pollinator habitat projects for Monarch butterflies and other pollinators.

**Middle School:**      **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The entire 7th grade participates in the Pittsburgh RiverQuest field experience. Other interested 6th and 8th graders participate in Water Surveys of the Yough River tributaries in partnership with California University of PA, Trout Unlimited, and Ohioopy

**High School:**      **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	Some
Chemistry	Some	History / Social Studies	Some	Other Req Science	
Physics	Some	English / Language Arts	Some	Other Req Course	

## Carmichaels Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	6
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	6
Curriculum Planning/Integration	7	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Strong Conservation Biology program with students who participate in the Envirothon competition placing in the top 5, with 2 State Envirothon championships the past two years and a third in the world placing at the NCF-International Envirothon.
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Funding for transportation is the greatest challenge. Conflict with other subject teachers when students are on valuable in-the-field experiences instead of attending their classes.
<b>Growth Opportunities:</b>	We are always looking for new opportunities to grow our environmental education program!

## Centennial School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade		5 <sup>th</sup> grade System-wide

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics
Chemistry		History / Social Studies		Other Req Science
Physics		English / Language Arts		Other Req Course

## Centennial School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives		Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education
Curriculum Planning/Integration	4	Increased Curricular Alignment	4	

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Central Cambria School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Central Cambria School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	5	Outdoor Classrooms	3
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Central Columbia School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Well Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **System-wide at the MS level**

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	System-wide
Chemistry	System-wide	History / Social Studies	System-wide	Other Req Science	System-wide
Physics	System-wide	English / Language Arts		Other Req Course	



## Central Columbia School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	1	Outdoor Classrooms	1
Teacher PD	1	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	1	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Environmental Science class offering which provides hands-on training in all phases of the environment
<b>Strengths of EE for Teachers:</b>	Supportive professional development
<b>Success Stories:</b>	www.ccsd.cc is our website that promotes our environmental activities we are also on Facebook and Twitter
<b>Challenges in EE:</b>	Funding
<b>Growth Opportunities:</b>	

## Chambersburg Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Chambersburg Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	2	Support from Board of Education	7
Curriculum Planning/Integration	5	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	No evidence
<b>Strengths of EE for Teachers:</b>	No evidence
<b>Success Stories:</b>	No evidence
<b>Challenges in EE:</b>	Other district initiatives combined with state & federal mandates
<b>Growth Opportunities:</b>	Community partnerships School gardens Hot topic, especially among youth

## Cocalico School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:**     **System-wide at the ES level**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade	
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade	System-wide

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **System-wide in a HS required class**

Biology	System-wide	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	
Physics	None	English / Language Arts	Some	Other Req Course	

## Cocalico School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Conestoga Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Grade 2 was part of a grant to develop an ecosystem with aquaponics. This matched the "Living things in their environment" curriculum point. 4th grade has continually worked on environmental events for their classrooms. Please note: most grade level (the science curriculum is spiraled) has environmental literacy events, just not at the action level.

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** The 6th and 8th grade curriculum maps do not have specific delineation of environmental literacy (Physical Science). 7th Grade Life Science is fully aligned to MWEE with the TES-MMW program that culminates with the development of an action plan for the further development of the new Gerald G. Huesken Middle School - specifically the change to a rain event if we would add some BMP to the new MS. The top group in 7th grade presented their plan to the administration for the school (Superintendent) for consideration.

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Conestoga Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	4	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Field Work. The department believes that we need to "Study Nature, Not Books". This is evident in the numerous field experiences provided to the students of CV. This is also of public record when you examine the budget afforded the Sci-Tech department. While we have won over \$425K in funds over the last 12 years, we also have a yearly budget, supported by the school board, to continue our field work efforts. Without the support of the local school board (which can directly and indirectly - via reports, Twitter, etc. - observe the students of CV in field research), we could not continue to provide these field work experiences. The evidence of excellent student field work is showcased to the school board and community.
<b>Strengths of EE for Teachers:</b>	Support. It is my job to help teachers achieve their ideas. I encourage positive education risk taking. From expanding the curriculum, field work and alternative assessments to encouraging participation in grants, NSTA presentations, and collaborative projects with other teachers and districts. If the teachers are supported, then they can propel our students even farther.
<b>Success Stories:</b>	We encourage all to visit our department page and subset "Environmental Literacy" page to see the wonderful things going on in the Sci-Tech department. <a href="https://www.conestogavalley.org/Page/184">https://www.conestogavalley.org/Page/184</a> <a href="https://www.conestogavalley.org/Page/3089">https://www.conestogavalley.org/Page/3089</a>
<b>Challenges in EE:</b>	Time. We need to find the time to develop the MWEE at the elementary level both from the curriculum development side and instructional time aspect.
<b>Growth Opportunities:</b>	As noted, CV wants to grow the elementary aspect of our MWEE efforts.

## Conewago Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

Implementation of specific elements:

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** We work with our local college - Gettysburg College and Advancing Science to allow all our 4th and 5th grade students a robust science program.

**Describe Isolated MWEEs:** Kindergarten - Weather Unit of Study First Grade - Natural Resources Unit of Study Second Grade - Water Habitats Unit of Study Third Grade - Ecology Unit of Study

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** Working with Gettysburg College and Advancing Science We work with our local college - Gettysburg College and Advancing Science to allow all our 4th and 5th grade students a robust science program.

**Describe Isolated MWEEs:** 7th Grade - Interactions within an Ecosystem 8th Grade - Foundations of Earth and Space Science

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	Some
Chemistry	Some	History / Social Studies	Some	Other Req Science	
Physics		English / Language Arts	Some	Other Req Course	



## Conewago Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We are currently working on creating an AP environmental science course. This should be available for students 2021-2022
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Finding a highly qualified instructor
<b>Growth Opportunities:</b>	Working with local college and advancing science.

## Connellsville Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Connellsville Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	2	Community Partnerships	4	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	2	Support from Board of Education	1
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Conrad Weiser Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:* 6th grade NEED Camp, water conservation, NOAA 7th Life Science goes to Middle Creek.

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Mathematics	None
Chemistry	History / Social Studies	None	Other Req Science	
Physics	English / Language Arts	None	Other Req Course	

## Conrad Weiser Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	7
Teacher PD	5	Sustainable Schools Technical Assistance	7	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	6th grade NEED Camp
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	NEED Camp
<b>Challenges in EE:</b>	Cost, time
<b>Growth Opportunities:</b>	Nolde Forest Environment Education Center PA Farm Show

## Cornwall-Lebanon School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Cornwall-Lebanon School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	4
Teacher PD	7	Sustainable Schools Technical Assistance	6	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Council Rock School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:* 7th grade curriculum focuses on environmental education. Both high schools offer a full year 1.0 credit course in environmental education, plant and animal science addresses Pennsylvania academic content standards. Meteorology and astronomy also incorporate environmental education and Also, both high schools offer AP environmental.

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	



## Council Rock School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	2	Support from Board of Education	3
Curriculum Planning/Integration	5	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	AP scores for AP Environmental Science. Required PA state assessment: Keystone Biology (Ecology Module, Biology)
<b>Strengths of EE for Teachers:</b>	AP scores for AP Environmental Science. Required PA state assessment: Keystone Biology (Ecology Module, Biology)
<b>Success Stories:</b>	Green Ribbon District LEED certified schools
<b>Challenges in EE:</b>	
<b>Growth Opportunities:</b>	Partnerships with: Tyler State Park, Honey Hollow, climatecentral.org Silver Lake Nature Center, Churchville Nature Center, College Settlement, Maury Project, affiliation with 4-H, affiliation with Delaware Valley University

## Cranberry Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Cranberry Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	5
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Cumberland Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Some elementary schools do Environmental days in which students get outside to conduct investigations and deepen their understanding.

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We are in the process of developing curricular experiences.

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Cumberland Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Beginning with the graduating class of 2022, all students will complete an Environmental education program (9th grade Enviro, or 11th grade APES). Additionally, environmental science topics are included within the middle school and elementary curricula to a limited degree.
<b>Strengths of EE for Teachers:</b>	The best we can say here is that the department has supported this new graduation requirement, and 6 of the 22 HS teachers have taught the course.
<b>Success Stories:</b>	Students have shared that they loved their Environmental Science course, several of which have pursued second year coursework.
<b>Challenges in EE:</b>	We are a rather conservative district, led by a school board that often questions the need or reliability of environmental learnings. This has required us to take a cautious approach to incorporating these concepts into our curricula and planned experiences.
<b>Growth Opportunities:</b>	I'd like to see a more thorough engagement of elementary, middle school and high school students in meaningful outdoor experiences.

## Curwensville Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Curwensville Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	2	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	well integrated hands on environmental activities across all grade levels, evidenced in our physical curriculum.
<b>Strengths of EE for Teachers:</b>	A strong science curriculum.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	funding and time
<b>Growth Opportunities:</b>	better community outreach to partners

## Derry Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Derry Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	6
Teacher PD	7	Sustainable Schools Technical Assistance	5	Support from Board of Education	7
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Derry Township School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**      **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**      **At some schools/classes, but nothing system-wide**

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**Middle School:**      **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our 6<sup>th</sup> grade students have a full environmental education experience with integrated curriculum in our Camp Kenbrooke experience, called DEER. This is a powerful and well-supported camping trip for all 6<sup>th</sup> grade students.

**High School:**      **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Derry Township School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	6
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	The DEER Program is our exemplar program - it is specifically for 6th grade students. <a href="https://www.hershey.k12.pa.us/Page/2157">https://www.hershey.k12.pa.us/Page/2157</a>
<b>Challenges in EE:</b>	We are a small district - any and all of this needs to be incorporated into the sciences in order to have any sustainability - as the one person in charge of all curriculum, while I care deeply about environmental issues, it is not at the top of my list for problems to tackle.
<b>Growth Opportunities:</b>	They are many and varied.

## Donegal School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level: Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School: No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School: No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School: At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Donegal School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	6
Teacher PD	7	Sustainable Schools Technical Assistance	5	Support from Board of Education	7
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Downingtown Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Downingtown Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	7
Curriculum Planning/Integration		Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The AP Environmental courses, as well as the Watershed study that takes place in the 6th grade.
<b>Strengths of EE for Teachers:</b>	None. Training is obtained by teachers through outside sources.
<b>Success Stories:</b>	Our Ap Teacher Dina Disantis has participated in several significant environmental conferences around the world.
<b>Challenges in EE:</b>	Money and time. Mandated testing already absorbs significant manpower resources and \$.
<b>Growth Opportunities:</b>	Possibly data tracking and analysis, from data generated in the Chesapeake.

## DuBois Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None



## DuBois Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	3
Teacher PD	3	Sustainable Schools Technical Assistance	3	Support from Board of Education	2
Curriculum Planning/Integration	4	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	AP Environmental Science offers students a culminating experience regarding environmental education. The students AP scores show the overall success of the program.
<b>Strengths of EE for Teachers:</b>	We support teacher professional development in the area of environmental education and provide reimbursement for related training.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Time and money
<b>Growth Opportunities:</b>	Our demographics provide us with opportunities for outdoor learning.

## East Penn School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## East Penn School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Eastern Lancaster County School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	None

## Eastern Lancaster County School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	4	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Eastern York School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Eastern York School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Ephrata Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

#### Elementary School:

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### Middle School: No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### High School: No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Ephrata Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our strongest elements are the local resources we have here near our school. We are within walking distance of the Cocalico Creek and Middle Creek. We have underutilized these resources however, but plan to change that this coming school year. Finally, we have staff that are willing to apply the time and effort to create MWEES.
<b>Strengths of EE for Teachers:</b>	A strong element of our environmental program for teachers is our administrative support for these endeavors. We also have an internal grant award system we can utilize to fund some of these outdoor events.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	I believe time and staff training are always at the top of the list. We often don't have time carved out throughout the year to collaborate and create these environmental education experiences.
<b>Growth Opportunities:</b>	I believe being a part of the CBF training on MWEES will change everything we do here at Ephrata in regards to environmental education. We are excited to be a part of this training.

## Erie City School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* energy and waste audit projects

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	None	Earth Science	Some	Mathematics
Chemistry	Some	History / Social Studies		Other Req Science
Physics		English / Language Arts		Other Req Course

## Erie City School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	4	Outdoor Classrooms	1
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	1
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Gardens at all district schools Significant garden education in various programs Proposed pre-K to Grade 12 Horticulture Pathway
<b>Strengths of EE for Teachers:</b>	Engagement of teachers in garden education programs
<b>Success Stories:</b>	During a seed planting and transplanting class with third grade, a Jefferson Elementary student told me he does not like school, but that coming out to the garden is the most fun thing his class has ever done and that he wants to ask his parents to start a small garden at home so that he can keep learning about how to grow the plants. At a Joanna Connell fall harvesting lesson, a third grade boy from Syria watched while the other students picked veggies and planted new seeds. "He can't do this, he doesn't speak English," one of his classmates said. "The plants don't speak English either," I said, and handed him some seeds to add to a row of kale and radishes and motioning what to do. He smiled and began to plant them, then taught me Arabic words for some of the other veggies in the garden. Inspired, other classmates began to share words for the foods in their own languages, including Spanish and Bosnian. A parent volunteer at Edison reported that her blood sugar levels are much improved since she has been eating the fresh produce and walking to and from the garden site each week and that both she and her daughter have lost weight once they starting cooking fresh garden produce. They have a limited budget and lack access to large supermarkets, so the garden allowed them to taste beet greens, kale, heirloom tomatoes, and ground cherries for the first time.
<b>Challenges in EE:</b>	It is extremely difficult to incorporate a district-wide program with all of the other requirements school have particularly with state testing. Class time is always very valuable and there is competition for it.
<b>Growth Opportunities:</b>	The opportunities are many-fold. Connecting and supporting the required curriculum goals and content is key to incorporating environmental education into the existing curriculum. Continued support from the school board and administration has been a key positive component. The USDA Farm to School program has raised the level of garden education opportunities for us as we pilot Harvest of the Month lessons at one elementary school.

## Fannett-Metal School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	

## Fannett-Metal School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	3
Curriculum Planning/Integration	5	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Ecology, species interactions, cycles Keystone scores
<b>Strengths of EE for Teachers:</b>	Ecology, species interactions, cycles Keystone scores
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Resources, time, training
<b>Growth Opportunities:</b>	I am unsure

## Ferndale Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Ferndale Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	5
Curriculum Planning/Integration	7	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Forest Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

Implementation of specific elements:

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** Students study our local ecology including mussels, fish, and other organisms. They participate in trout stalking and diversity studies through the collection and identification of species in local streams.

**Describe Isolated MWEEs:**

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** Students study our local ecology including mussels, fish, and other organisms. They participate in trout stalking and diversity studies through the collection and identification of species in local streams.

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	



## Forest Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	5	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Fort LeBoeuf School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Fort LeBoeuf School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	6
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Franklin Regional School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

Implementation of specific elements:

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** Grade 1 students attend programming through the Loyalhanna Watershed Association. Grade 5 students attend programming through Deer Valley YMCA Family Camp.

**Describe Isolated MWEEs:** Individual classrooms sometimes partner for individual MWEE programs with various community groups. These change based on the school year and personnel.

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Grade 1 students attend programming through the Loyalhanna Watershed Association. Grade 5 students attend programming through Deer Valley YMCA Family Camp.

**Describe Isolated MWEEs:**

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Franklin Regional School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	2	Outdoor Classrooms	3
Teacher PD	4	Sustainable Schools Technical Assistance	2	Support from Board of Education	2
Curriculum Planning/Integration	5	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The willingness of our teachers to work with outside partners and to provide these opportunities to students is truly an asset for our programming.
<b>Strengths of EE for Teachers:</b>	The professional development available in our geographic region is strong. Time to attend it is sometimes limited, though.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	The greatest challenges are time to do the work, time to provide the experiences, and the availability of busy students to engage in sustained experiences.
<b>Growth Opportunities:</b>	We are constructing a new elementary campus that has environmental elements. This will be an asset to future programming.

## Garnet Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Garnet Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	2
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Gettysburg Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Gettysburg Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	3
Teacher PD	4	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	5	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	Time and resources
Growth Opportunities:	

## Governor Mifflin School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	System-wide	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:** We have an Innovation class in every school K-6 that has an environmental ed component of at least 3 classes of environmental learning each year.

**Describe Isolated MWEEs:** Kindergarten- Butterflies First Grade - Vermicomposting Second Grade - Citizen Science - Project Feeder Watch Third Grade - Honey Bees Fourth Grade- Greenhouse Science Fifth and Sixth Grade - stream study and microorganisms

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** Individual teachers do stream research, trout release and extra environmental activities. We have an Innovation class in every school K-6 that has an environmental ed component of at least 3 classes of environmental learning each year.

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics	System-wide
Chemistry	System-wide	History / Social Studies	System-wide	Other Req Science	
Physics	System-wide	English / Language Arts	System-wide	Other Req Course	

## Governor Mifflin School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	4
Teacher PD	3	Sustainable Schools Technical Assistance	6	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Starting young and having students enjoy working with nature and learning about impacts people can have on our ecosystems.
<b>Strengths of EE for Teachers:</b>	Incorporation of a class that provides the format for the lessons.
<b>Success Stories:</b>	<a href="https://www.wfmz.com/news/area/berks/mifflin-park-elementary-school-innovation-class-creates-buzz/article_1d512478-857d-5124-bb95-32eeddb339ae.html">https://www.wfmz.com/news/area/berks/mifflin-park-elementary-school-innovation-class-creates-buzz/article_1d512478-857d-5124-bb95-32eeddb339ae.html</a>
<b>Challenges in EE:</b>	Time within an ever increasing demand of other subject areas
<b>Growth Opportunities:</b>	adopting a new science curriculum with a more environmental focus

## Greater Johnstown School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Greater Johnstown School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Greensburg Salem School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	System-wide
Physics	Some	English / Language Arts	None	Other Req Course	System-wide

## Greensburg Salem School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	4	Sustainable Schools Technical Assistance		Support from Board of Education	4
Curriculum Planning/Integration	3	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Halifax Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:* Our Middle School Science program provides for initial experiences and continued opportunities for MWEE Programs.

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	None	Earth Science	System-wide	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Halifax Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	6
Curriculum Planning/Integration	5	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Middle school environmental science students participate in multiple activities and experiences.
<b>Strengths of EE for Teachers:</b>	Participation in the CBF
<b>Success Stories:</b>	Please contact mcguirej@hasd.us for details.
<b>Challenges in EE:</b>	Expense, sustainability.
<b>Growth Opportunities:</b>	Elementary opportunities partnering with other organizations or private industry.

## Harbor Creek School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Harbor Creek School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	6	Community Partnerships	5	Outdoor Classrooms	2
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Hatboro-Horsham School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science
Physics	None	English / Language Arts	None	Other Req Course

## Hatboro-Horsham School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	4	Outdoor Classrooms	2
Teacher PD	7	Sustainable Schools Technical Assistance	6	Support from Board of Education	2
Curriculum Planning/Integration	5	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Hempfield Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Hempfield Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Highlands School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Community park exploration with some elements of environmental education

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	



## Highlands School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	3	Support from Board of Education	2
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	None are particularly strong, we did just adopt a hands-on science program with some elements included
<b>Strengths of EE for Teachers:</b>	training through program adoption
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Creating an awareness of the importance of this content to teachers and the community, as well as lack of access to sites and materials
<b>Growth Opportunities:</b>	community outreach and connections to higher education are in the initial stages.

## Hollidaysburg Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Students go to a local state park and do a stream study. One building has a day where they bring in outside environmental groups to teach lessons (mostly focuses around water).

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** In 7<sup>th</sup> grade students take an environmental science course. However, only a few classes (usually honors) goes to the local state park to do a stream study. There is a stream close to the Junior High. No teachers take their students to the stream to do a

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	Mathematics	None
Chemistry	System-wide	History / Social Studies	None	Other Req Science
Physics	None	English / Language Arts	None	Other Req Course

## Hollidaysburg Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	2
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The high school biology and environmental education teachers have strong environmental education curriculum. The students do very well on the environmental sections of the Keystone exam. Students in the high school environmental club work with local groups to clean up watersheds and promote sustainability within the school building. The high school won a local sustainability award and is recognized by local groups as the building to go to when piloting a program. For example the high school piloted a food waste composting program.
<b>Strengths of EE for Teachers:</b>	Some teachers implement the environmental education curriculum into their lessons well. However, not all teachers follow the curriculum in the manner that would best serve student learning. Often teachers give out worksheets instead of focusing on hands-on learning. Many of the teachers do not work with outside groups. This is not because the teachers do not want to incorporate activities into their curriculum, they simply don't know who to go to. The teachers at the Junior and Senior high can tell which students had which elementary teachers by how well they are able to do science and environmental activities.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	We need a K-12 science/environmental education coordinator. Someone who has contacts with outside groups and who will work with each building and year to coordinate curriculum. Without it we have a hodge podge curriculum. Some students have good science/environmental literacy and others are have none.
<b>Growth Opportunities:</b>	The high school environmental club is trying to outreach to the elementary buildings.

## Homer-Center School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Homer-Center School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	4	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	3	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We need to improve in all areas of environmental education. It is touched upon throughout the grades but not to the extent of the MWEE.
<b>Strengths of EE for Teachers:</b>	Again, this area needs improvement.
<b>Success Stories:</b>	.
<b>Challenges in EE:</b>	We need adequate curriculum and time to develop/implement a program.
<b>Growth Opportunities:</b>	We have partnered with our local college and even outside agencies for smaller lessons, again, not to the extent required here.

## Indiana Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Envirothon through conservation district.

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Indiana Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	4	Outdoor Classrooms	4
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	4	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Environmental education standards are introduced in grade 4. There are environmental standards in all junior high science courses. All students have the opportunity to take a formal environmental course in the high school.
<b>Strengths of EE for Teachers:</b>	Support from administration in providing extra curricular opportunities for environmental education.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	State testing, graduation requirements, and funding.
<b>Growth Opportunities:</b>	Unknown at this time.

## Jefferson-Morgan School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	



## Jefferson-Morgan School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	5
Curriculum Planning/Integration	7	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Jersey Shore Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	System-wide	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Our 7<sup>th</sup> grade science curriculum incorporates a watershed unit and a culminating field trip to an area state park where water quality data is collected by students and students are engaged in a variety of activities to connect them to the watershed.

**Describe Isolated MWEEs:**

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Jersey Shore Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	7	Support from Board of Education	6
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our 7th Grade Watershed Unit and Field experience is the closest to a full blown MWEE. We have received recognition from some of our program partners and are often held up as an exemplary program by local universities in their science teacher preparation programs.
<b>Strengths of EE for Teachers:</b>	Unsure.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Funding and competing priorities.
<b>Growth Opportunities:</b>	We have a great opportunity to grow environmental education at the Elementary level and the High school level.

## Juniata County School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* A unit on farming practices to protect the watershed. Whole water cycle, watershed, tributaries.

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Juniata County School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	3	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The trip to the Port Isabel Environmental Study. Formal assessment of material learned during the trip.
<b>Strengths of EE for Teachers:</b>	Since we live in a farming community, teaching the students about run-off and the effects of what happens here eventually ends up in other areas and can have trickle down effects.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Funding Time restraints - we have to teach certain things that apply to the Pennsylvania Keystone tests. Community pressure - farmers do not want us testing their water.
<b>Growth Opportunities:</b>	We would need to talk to our administrators and change our curriculum.

## Kennett Consolidated School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

Implementation of specific elements:

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:** During field trips and science labs identify and research environmental issues, create action plans and participate in classrooms discussions.

**Describe Isolated MWEEs:** not sure

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** All 7th graders participate in a 3 week long watershed project. This is done in the spring at the Red Clay watershed behind our middle school. Our students do an in depth student of the water quality of the creek and retention basin overflow. Students compare their data to previous years' data. Discussions on the watershed's health and the impact of human and natural changes are a focus. During field trips and science labs identify and research environmental issues, create action plans and participate in classrooms discussions.

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics	Some
Chemistry	System-wide	History / Social Studies	System-wide	Other Req Science	
Physics	None	English / Language Arts	Some	Other Req Course	

## Kennett Consolidated School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	Community Partnerships	Outdoor Classrooms
Teacher PD	Sustainable Schools Technical Assistance	Support from Board of Education
Curriculum Planning/Integration	Increased Curricular Alignment	

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Keystone Central School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Keystone Central School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	4	Outdoor Classrooms	2
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We have a wetland area next to the high school and it is used by teachers in the science department.
<b>Strengths of EE for Teachers:</b>	I do not know as I am new to the district
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Time to get the curriculum developed.
<b>Growth Opportunities:</b>	We have a new curriculum development process and science, including environmental education, will be a top priority.

## Lampeter-Strasburg School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Lampeter-Strasburg School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	6	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Laurel School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	Some	Mathematics	None
Chemistry	System-wide	History / Social Studies	Some	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Laurel School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	1
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Finding assessments that are valid that are measurable and go into the ongoing changing environment.
<b>Growth Opportunities:</b>	We continue to grow the program based upon needs of the environment.

## Leechburg Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics	System-wide
Chemistry	System-wide	History / Social Studies	System-wide	Other Req Science	
Physics	System-wide	English / Language Arts	System-wide	Other Req Course	

## Leechburg Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Encourage schools to seek SS certification
Have sustainability plan or formal environmental objectives	Received district-level SS certification
Are SS efforts incorporated in district curriculum	

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	4	Outdoor Classrooms	2
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	2
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Lehigh Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Lehigh Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	4	Community Partnerships	4	Outdoor Classrooms	3
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Lower Dauphin School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 5th grade Outdoor Education Program at Camp Hebron allows for Water Quality Testing in both lake water and stream water.

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	None	Earth Science	System-wide	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Lower Dauphin School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	2	Community Partnerships	2	Outdoor Classrooms	1
Teacher PD	3	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
Curriculum Planning/Integration	1	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	A hands on experience tha connects the students with issues facing the local community.
<b>Strengths of EE for Teachers:</b>	Building partnerships with the CBF and incorporating these strategies into the curriculum.
<b>Success Stories:</b>	<a href="https://sites.google.com/miamioh.edu/takingcareofourwatershed/">https://sites.google.com/miamioh.edu/takingcareofourwatershed/</a>
<b>Challenges in EE:</b>	Funding and loss of instructional time for students/teachers in other disciplines.
<b>Growth Opportunities:</b>	At the present time no opportunities are being explored.

## Mahanoy Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Mahanoy Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Manheim Township School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	System-wide	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** In all Kindergarten classes, students study a unit: People and Their Environment. They learn about environmental issues, learn to recycle and so a recycling sort. They create animal homes and have to evaluate how animal habitats can be affected by humans in the environment. In all 5th grade classes (our intermediate school) students learn about the essentials of ecosystems and how variables affect the lives of organisms in both aquatic and land ecosystems. Students do a stream study and also build their own small scale ecosystems to evaluate and maintain. This is successful through the help of Lancaster County Park employees.

**Describe Isolated MWEEs:**

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** In all Kindergarten classes, students study a unit: People and Their Environment. They learn about environmental issues, learn to recycle and so a recycling sort. They create animal homes and have to evaluate how animal habitats can be affected by humans in the environment. In all 5th grade classes (our intermediate school) students learn about the essentials of ecosystems and how variables affect the lives of organisms in both aquatic and land ecosystems. Students do a stream study and also build their own small scale ecosystems to evaluate and maintain. This is successful through the help of Lancaster County Park employees.

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Manheim Township School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	1	Community Partnerships	3	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	1
Curriculum Planning/Integration	1	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Student design of environmental solutions in K (creation of recycling/reduce waste posters) and 3rd grade (students need to problem solve and create a pet wash that is environmentally responsible). Teacher evaluation of students able to think through the societal issues of environmental responsibility to communicate or design a project that brings awareness and effective communication to the issue.
<b>Strengths of EE for Teachers:</b>	Common curriculum that has been designed to show local connections and supported teacher training via the IU 13 for grade 3. Our elementary science PSSA scores have risen slightly since the implementation of the district wide curriculum.
<b>Success Stories:</b>	Teachers at the high school have implemented the 10th grade stream study and it is now part of the districts curriculum. Each year students look forward to spending an entire day in the field. For many students this is their first time in nature so to give them that first experience is a powerful tool.
<b>Challenges in EE:</b>	Getting students outside for experiences. Location, space and time have teachers limited. Much of the science curriculum was designed to be completed in the classroom.
<b>Growth Opportunities:</b>	Bringing in local experts/speakers to share with students (for example local farmers) and having a single person overseeing science curriculum to implement district wide changes (such as small outdoor experiences).

## Marple Newtown School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	System-wide
Physics	None	English / Language Arts	None	Other Req Course	



## Marple Newtown School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	7	Outdoor Classrooms	1
Teacher PD	5	Sustainable Schools Technical Assistance	3	Support from Board of Education	4
Curriculum Planning/Integration	5	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Based on AP test data, most of our high school students demonstrate an understanding of ecosystems, biodiversity, energy resources, pollution, and global change.
<b>Strengths of EE for Teachers:</b>	Our teachers themselves are the strongest element of our environmental education program. This is intentional.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Time in schedule/courseload
<b>Growth Opportunities:</b>	Community partnerships

## McGuffey School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

#### Preparedness Level:

Implementation of specific elements:

Established program leader for EE	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands
Regular communication among staff about EE	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

#### Elementary School: At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Unsure of School wide

#### Middle School: At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

#### High School: At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	None
Physics	Some	English / Language Arts	None	Other Req Course	None

## McGuffey School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Mechanicsburg Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Mechanicsburg Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	3
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Mid Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Mid Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	Community Partnerships	Outdoor Classrooms
Teacher PD	Sustainable Schools Technical Assistance	Support from Board of Education
Curriculum Planning/Integration	Increased Curricular Alignment	

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Unit on river testing - student feedback and field notes
<b>Strengths of EE for Teachers:</b>	Watershed program
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Limited time, staffing, and budget
<b>Growth Opportunities:</b>	

## Middletown Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Canoeing experience on the Susquehanna River for select students in grades 7 and 8. Watershed study.

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	None



## Middletown Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
Curriculum Planning/Integration	2	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	lack of knowledge and time to incorporate.
<b>Growth Opportunities:</b>	

## Millcreek Township School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEs at all grade bands	Fully
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Fully

### Student Participation in MWEs

**Elementary School:** System-wide at the ES level

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade System-wide

**Describe System-wide MWEs:** All units at all levels include Pre-visit, Visit, and Post-Visit lessons. 5th: Ecosystems: Students investigate the abiotic and biotic factors of the forest, aquatic, and field ecosystems to compare and also determine the health of the ecosystems. Provide recommendations to improve the health of these systems. 7th: Watershed Physical/Chemical/Biological Assessment and Analysis to determine the health of the Watershed. 10-12: Units Offered: 10: Biology: Biological Diversity/Plot Studies/Invasive Species. Assessment & Analysis, and summer invasive species removal volunteer crew. 10-12: AP Environmental Science: Advanced Watershed. Tour from headwaters to mouth to determine and assess the threats and concerns. Water quality assessment and analysis. Based on their work determine the health and anything that can be done to improve the health of their watershed.

**Describe Isolated MWEs:**

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	7 <sup>th</sup> grade System-wide	8 <sup>th</sup> grade System-wide
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**Describe System-wide MWEs:** 7th: Watershed Assessment and Analysis described earlier. Produce a report on the health of the watershed and anything that is a concern that can be relayed to the PA DEP. 8th: Learn all about how easy it is to be green, evaluate the Nature Center which is a green building. Learn how to read an electric meter or water meter and do a Carbon and Water footprint survey, discuss how they can improve their footprint. Take what they have learned to create and implement a home energy savings plan to save money and resources. All units at all levels include Pre-visit, Visit, and Post-Visit lessons. 5th: Ecosystems: Students investigate the abiotic and biotic factors of the forest, aquatic, and field ecosystems to compare and also determine the health of the ecosystems. Provide recommendations to improve the health of these systems. 7th: Watershed Physical/Chemical/Biological Assessment and Analysis to determine the health of the Watershed. 10-12: Units Offered: 10: Biology: Biological Diversity/Plot Studies/Invasive Species. Assessment & Analysis, and summer invasive species removal volunteer crew. 10-12: AP Environmental Science: Advanced Watershed. Tour from headwaters to mouth to determine and assess the threats and concerns. Water quality assessment and analysis. Based on their work determine the health and anything that can be done to improve the health of their watershed.

**Describe Isolated MWEs:**

**High School:** System-wide in a HS required class

Biology System-wide	Earth Science	Mathematics
Chemistry	History / Social Studies	Other Req Science
Physics	English / Language Arts	Other Req Course

## Millcreek Township School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	4	Outdoor Classrooms	2
Teacher PD	3	Sustainable Schools Technical Assistance	2	Support from Board of Education	5
Curriculum Planning/Integration	1	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest component is that it is totally integrated into the science curriculum, and has been since the late 1970's. I see the students virtually every year from K-12, sometimes more than once each year.
<b>Strengths of EE for Teachers:</b>	Not only am the Environmental Education Coordinator for the School District, I am a resource for the teachers throughout the year for ideas, questions, activities, and presentations on topics such as careers. I provide training so the new teachers and teachers changing grades have the background information they need to prepare their students for the environmental educational components of the curriculum.
<b>Success Stories:</b>	The Millcreek Township School District/Asbury Woods Nature Center received the 2009 Outstanding Environmental Education Award presented by the Pennsylvania Association of Environmental Educators,(PAEE). I received the 2009 Outstanding Environmental Educator Award presented by PAEE. I think the best way do describe the value and best practices is the comments from teachers and students. Teachers have commented that by having the hands on real life experiences through the environmental education component at Asbury Woods, we are reaching all types of learners. Probably the two best comments from students were," This is better than school!!" even though he was at school, it just happened to be at Asbury Woods Nature Center that day, and " I didn't understand this before, now I do".
<b>Challenges in EE:</b>	I am lucky in that from the top Administration on down are fully committed to environmental science education at all grade levels, and that each grade builds on the year before. A continuous thread throughout the students K-12 Experience. And, that the Asbury Woods environmental education components are not considered field trips, they are curriculum trips. Science or Phys. Ed., etc. just happen to be at Asbury Woods today.
<b>Growth Opportunities:</b>	I offer to assist the building with green teams, and do as a consultant to the 10 grade biology teacher's green team at the Intermediate High School. But, I would like all the schools to create a green team to reduce energy and resource costs. We give them the tools, but need to find staff willing to set up the teams. Over the years other curriculum areas have utilized the Nature Center for their units, such as social studies, and art. There are endless opportunities, other than science, for teaching outdoors.

## Millersburg Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	System-wide

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Millersburg Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	2	Outdoor Classrooms	2
Teacher PD	4	Sustainable Schools Technical Assistance	2	Support from Board of Education	2
Curriculum Planning/Integration	4	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Monessen City School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry		History / Social Studies	None	Other Req Science	
Physics		English / Language Arts	None	Other Req Course	

## Monessen City School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	1
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	3
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Moshannon Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our 5th grade visits Moshannon Valley State Park and discusses watershed topics and perform hands-on activities in cooperation with park staff.

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Select 8th grade students attend a presentation at Parker Dam that includes watershed components. They receive a packet of information prior to the trip, work through various stations at Parker Dam including a watershed station, work to see the influence

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	



## Moshannon Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	
Teacher PD	6	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest element is our aquaponics and greenhouse program. Data would be from participation in curriculum components that include the laboratory. The fact that the elementary school has started classroom aquaponics labs to expose them to the process they will see in the HS, and the fact that our science PSSA scores have increased nearly every year by at least a small percentage.
<b>Strengths of EE for Teachers:</b>	This is more difficult, our department is small [4 teachers] and they have such diverse schedules and teach several different subjects, their versatility is probably the strongest part of our program.
<b>Success Stories:</b>	<a href="https://gantdaily.com/2018/10/15/local-legislators-industry-executives-attend-energy-efficiency-upgrade-tour-award-ceremony-for-mo-valley-sd/">https://gantdaily.com/2018/10/15/local-legislators-industry-executives-attend-energy-efficiency-upgrade-tour-award-ceremony-for-mo-valley-sd/</a> <a href="https://www.wearecentralpa.com/news/local-news/school-district-recognized-for-energy-efficiency/">https://www.wearecentralpa.com/news/local-news/school-district-recognized-for-energy-efficiency/</a> <a href="http://www.theprogressnews.com/news/local/movalley-hs-receives-dep-aquaponics-lab-grant/article_6ac02263-45cf-5ec6-a358-450f878cb2d8.html">http://www.theprogressnews.com/news/local/movalley-hs-receives-dep-aquaponics-lab-grant/article_6ac02263-45cf-5ec6-a358-450f878cb2d8.html</a> <a href="http://www.altoonamirror.com/news/local-news/2018/10/moshannon-valley-high-showcases-upgrades/">http://www.altoonamirror.com/news/local-news/2018/10/moshannon-valley-high-showcases-upgrades/</a>
<b>Challenges in EE:</b>	Small science department with regular teacher turnover [small rural district that serves as a stepping stone for many of our best instructors], so many science requirements [PSSA, Keystone] and limited budgets make large scale, off property projects difficult to fund and complete
<b>Growth Opportunities:</b>	We are constantly looking to improve our aquaponics and greenhouse laboratory. In 2019, solar panels were added to the lab to heat our greenhouse and make it a year-round learning lab. Exposing more elementary students to the space increases the interest in science, STEM, and project-based or hands-on learning.

## Mount Lebanon School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	System-wide	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics
Chemistry		History / Social Studies		Other Req Science
Physics		English / Language Arts		Other Req Course

## Mount Lebanon School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	6	Community Partnerships	4	Outdoor Classrooms	3
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	3
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Mount Pleasant Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

#### Elementary School:

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### Middle School:

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### High School:

Biology	Earth Science	Mathematics
Chemistry	History / Social Studies	Other Req Science
Physics	English / Language Arts	Other Req Course

## Mount Pleasant Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	Outdoor Classrooms
Teacher PD	Sustainable Schools Technical Assistance	Support from Board of Education	
Curriculum Planning/Integration	Increased Curricular Alignment		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Mount Union Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	Some	English / Language Arts	None	Other Req Course	None

## Mount Union Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	7
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	3
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Curricular areas focused on STEM initiatives District-wide Health and Wellness initiatives Vocational Agricultural Program No supporting assessment data exists for these areas. Real world experiences to engage students in learning to prepare them for the workplace. Imagination and enthusiasm are heightened. Critical and creative thinking skills are enhanced. Empowers students.
<b>Strengths of EE for Teachers:</b>	Collaboration surrounding STEM initiatives. Increase student achievement through hands-on activities. Standards are met for various curricular areas. Empowers teachers.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Resources, funding associated with costs of implementing program development. Location, proximity to areas to conduct regular field studies.
<b>Growth Opportunities:</b>	Partnerships with community, building school district level team leadership. Communities strengthened, responsible action taken to better the environment.

## Neshaminy School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None



## Neshaminy School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	4	Outdoor Classrooms	3
Teacher PD	7	Sustainable Schools Technical Assistance	5	Support from Board of Education	6
Curriculum Planning/Integration	7	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Idlewood--A 125 acre plot of land/forest on our high school property--available for field investigations Performance assessments of various field investigations--lab activities, air, water, soil quality samples, etc.
<b>Strengths of EE for Teachers:</b>	The availability of Idlewood--the 125 acres available--wonderful natural resource in a suburban area There have been issues with the Ash tree blight and other invasive species. District has made a commitment to mitigate these problems so that Idlewood can remain open for educational purposes
<b>Success Stories:</b>	Having a true classroom and outdoor educational "classroom" available to students throughout the year
<b>Challenges in EE:</b>	Funding--limiting factor Providing professional development time for teachers during the school day so that they can remain up-to-date with best pedagogical strategies
<b>Growth Opportunities:</b>	Provide more local access to outdoor educational sites and the Neshaminy Creek Increase supplemental environmental education units to our middle school Amplify integrated science program as well as to our K - 5 FOSS/EIE kit program

## Norristown Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:** Riverbend supplements our curriculum regarding Watershed education with a full year experience based learning program. The program runs from the 2nd half of 3rd grade through the 1st half of 4th grade and includes classroom instruction and nature based learning at Riverbend's conservation site.

**Describe Isolated MWEEs:** Riverbend and the John James Audubon Center work with individual teachers and classrooms in grades K, 1, and 2, as requested by teachers.

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Riverbend supplements our curriculum regarding Watershed education with a full year experience based learning program. The program runs from the 2nd half of 3rd grade through the 1st half of 4th grade and includes classroom instruction and nature based learning at Riverbend's conservation site.

**Describe Isolated MWEEs:** Riverbend partners with us to support 7th grade instruction, but is done as requested by individual schools and teachers.

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Norristown Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	2	Outdoor Classrooms	7
Teacher PD	2	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our partnerships with Riverbend and JJAC provide students with outdoor, hands on learning experiences that would not otherwise be accessible to them. Post visit survey data substantiates a significant impact on student learning. Not to mention, our 4th grade science state assessment scores are the highest of any content area.
<b>Strengths of EE for Teachers:</b>	Teachers benefit from professional development offered by Riverbend and JJAC to more meaningfully teach environmental education to our elementary students. 4th grade science state assessment scores are the highest of any content area.
<b>Success Stories:</b>	Our partnerships with Riverbend and JJAC have been featured in academic magazines.
<b>Challenges in EE:</b>	Cost is a the largest factor. We are grateful that both partnership seek out and receive donations to cover transportation and material costs for the outdoor classroom experiences.
<b>Growth Opportunities:</b>	We are looking to develop on-site outdoor classroom spaces on our school campuses.

## North Pocono School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	System-wide
Chemistry	System-wide	History / Social Studies	System-wide	Other Req Science	None
Physics	System-wide	English / Language Arts	System-wide	Other Req Course	None

## North Pocono School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	4	Outdoor Classrooms	5
Teacher PD		Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	5	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Northern Tioga School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade		3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Northern Tioga School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	2
Teacher PD	3	Sustainable Schools Technical Assistance	2	Support from Board of Education	2
Curriculum Planning/Integration	2	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	General environmental awareness and clubs are available. Data: grades in courses We do not have the time in the instructional day to give more to the topic. It may be mandated but in all the mandates someone is going to have to send kids longer or take other mandates away. There are many, many good things but there does need to be a recognition that schools cannot do all things.
<b>Strengths of EE for Teachers:</b>	Teachers are working hard on the general state requirements first and foremost.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	That we have all the other mandates to meet and there isnt enough instructional time to meet the mandates. Funding is an issue.
<b>Growth Opportunities:</b>	We have a great location and appreciation for the environment by our stake holders.

## Northwestern Lehigh School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	



## Northwestern Lehigh School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	2
Teacher PD	4	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
Curriculum Planning/Integration	3	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We incorporate all PA standards tied to environmental education into our existing science courses and all applicable grade levels. We offer an Environmental Science elective course for upperclassmen at our High School.
<b>Strengths of EE for Teachers:</b>	We offer training and advertise PD programs for our secondary teachers specifically in the area of environmental education.
<b>Success Stories:</b>	Our HS Environmental Science course engages students in regular debate and discussion about current environmental topics.
<b>Challenges in EE:</b>	For elementary schools - all of the other requirements that are necessary for students to enable strong reading, writing, and mathematical skills.
<b>Growth Opportunities:</b>	We always are willing to consider additional electives at our high school in these topics.

## Northwestern School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

#### Preparedness Level:

Implementation of specific elements:

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

#### Elementary School: No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### Middle School: System-wide at the MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### High School: System-wide in a HS required class

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	System-wide	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Northwestern School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	7
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Norwin School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Norwin School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	6
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Octorara Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Enviorthon Science Classes

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Science classes Envirothon

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	

## Octorara Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	At this time all environmental education is impeded within specific grade level science curriculum with the exception of the CTE Animal and Plant Science Technology. The Animal and Plant Science Technology Program has focused environmental science content and is participating in a MWEE program with Stroud Water Research Center.
<b>Strengths of EE for Teachers:</b>	This is the second year the The Animal and Plant Science Technology Program is participating in a MWEE program with Stroud Water Research Center. Data has not been collected.
<b>Success Stories:</b>	The Animal and Plant Science Students thoroughly enjoy participating in the MWEE program. Their visits to and classroom speakers from Stroud Water Research Center have been extremely educational. We have expanding the participation with another teacher in the Junior High School. So far, she has participated in the classroom presentations.
<b>Challenges in EE:</b>	Time and money
<b>Growth Opportunities:</b>	The partnership between the Animal and Plant Science CTE and Stroud Water Research Center is the perfect way to grow environmental education. By embedding these opportunities into other grade levels is key.

## Owen J. Roberts School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

Implementation of specific elements:

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	None	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:** We have a curriculum unit in grade 2, 4, and 6 in the elementary schools. For 3 and 5 it is up to the teacher.

**Describe Isolated MWEEs:** All are offered to all students

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** This is a regular part of the required curriculum at these levels. We have a curriculum unit in grade 2, 4, and 6 in the elementary schools. For 3 and 5 it is up to the teacher.

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	System-wide
Physics	None	English / Language Arts	None	Other Req Course	



## Owen J. Roberts School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The students have the opportunity to travel to other places to learn about the environment and the CB Watershed.
<b>Strengths of EE for Teachers:</b>	The teachers have PD on the environment.
<b>Success Stories:</b>	Our Ecology students study the environment at Wallops Island and in Coasta Rica.
<b>Challenges in EE:</b>	There is not enough time for students to learn all of the required content in 2019.
<b>Growth Opportunities:</b>	Having more options to integrate skills across content areas.

## Palmyra Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

Implementation of specific elements:

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:** Students attend PA Farm Show in 4th grade - addressing Agriculture EE standards.

**Describe Isolated MWEEs:**

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:** Every 7th-grade student participates in a week-long outdoor education camp where classes are taught by their teachers. Classes include watersheds, fishing, stream study, nature expression survival and more. Every student also participates in a trimester long environmental science class. Students attend PA Farm Show in 4th grade - addressing Agriculture EE standards.

**Describe Isolated MWEEs:**

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Palmyra Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	5	Support from Board of Education	5
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Every 7th-grade student receives one trimester of PA EE standards-based environmental science course. Every 7th-grade student participates in a weeklong outdoor education camp that addresses multiple EE standards.
<b>Strengths of EE for Teachers:</b>	Teachers volunteer to participate in Envirothon program.
<b>Success Stories:</b>	Palmyra participates in the Envirothon program at each level, grades 4-12. Palmyra participates in the Trout in the Classroom program, grades 5 (one school) & 7 (all students exposed).
<b>Challenges in EE:</b>	Changes in personnel; time
<b>Growth Opportunities:</b>	New assistant superintendent; new curriculum alignment opportunity

## Pen Argyl Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* N/A

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* N/A

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	

## Pen Argyl Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	3
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	4	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Students do well with the hands-on field experiences.
<b>Strengths of EE for Teachers:</b>	I cannot answer that.
<b>Success Stories:</b>	Not sure
<b>Challenges in EE:</b>	Funding
<b>Growth Opportunities:</b>	Limited resources for that purpose related to water.

## Penn Cambria School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Watershed project- Trout in the Classroom unit

**High School:**     **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	

## Penn Cambria School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	3
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We have a strong middle level program. We participate in Trout in the Classroom and local Clearfield Creek Watershed activities.
<b>Strengths of EE for Teachers:</b>	Our work during the last decade with the SFU Science Outreach Center has provided extensive professional development.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Time and funding
<b>Growth Opportunities:</b>	Local watershed organizations

## Pennridge School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **System-wide at the MS level**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:* Grade 8 students work with aquaponics & hydroponics, study watersheds, etc.

*Describe Isolated MWEEs:*

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	
Physics	None	English / Language Arts	Some	Other Req Course	



## Pennridge School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	6	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	High school environmental science courses and outdoor field experiences. Through the experiences, students gain better understanding of environmental concerns and issues impacting their world. Student reflections about their field trips and interactions with local businesses.
<b>Strengths of EE for Teachers:</b>	High school environmental science courses and outdoor field experiences. Through the experiences, students gain better understanding of environmental concerns and issues impacting their world.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	
<b>Growth Opportunities:</b>	

## Perkiomen Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

Implementation of specific elements:

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We have partnerships with the local watershed for field trips.

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Six grade has a outdoor camp experience.

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	Some
Chemistry	Some	History / Social Studies	Some	Other Req Science	Some
Physics	Some	English / Language Arts	Some	Other Req Course	Some

## Perkiomen Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	N/A
<b>Strengths of EE for Teachers:</b>	N/A
<b>Success Stories:</b>	N/A
<b>Challenges in EE:</b>	Lack of educators, Funding
<b>Growth Opportunities:</b>	Numerous

## Phoenixville Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Trips to through watershed programs, outdoor camping trips, outdoor planting activities, etc

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Active environmental clubs, science classes and watershed partnership activities

**High School:** System-wide in a HS required class

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry		History / Social Studies		Other Req Science	System-wide
Physics	System-wide	English / Language Arts	None	Other Req Course	

## Phoenixville Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	7
Teacher PD	6	Sustainable Schools Technical Assistance	7	Support from Board of Education	6
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	University partnerships, local community partnerships. Trex challenge
<b>Strengths of EE for Teachers:</b>	Same as above.
<b>Success Stories:</b>	Trex Challenge
<b>Challenges in EE:</b>	Financial, time constraints. Lack of PD time
<b>Growth Opportunities:</b>	Partnerships, grants

## Pine-Richland School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** PA Trout in the Classroom is offered to all of our 5th-grade students.

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**High School:**     **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Pine-Richland School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	3	Outdoor Classrooms	2
Teacher PD	6	Sustainable Schools Technical Assistance		Support from Board of Education	1
Curriculum Planning/Integration	5	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Students in K-3 and 4-6 integrate environmental education into their curriculum. Through the in-depth program review, the district is working to further integrate environmental education across all grade spans. An Advanced Placement Environmental Science course was recently added to the program of studies.
<b>Strengths of EE for Teachers:</b>	Professional development opportunities exist along with strong partnerships with local universities. Evidence exists of teachers participating in professional development and partnering with local universities.
<b>Success Stories:</b>	Green Ribbon recognition Environmental friendly design of Eden Hall Upper Elementary Grant supported environmental projects (Wexford Elementary)
<b>Challenges in EE:</b>	Modifications of existing program design and curriculum. In addition, ongoing professional development is needed.
<b>Growth Opportunities:</b>	We are working to integrate developmentally appropriate big ideas and learning goals across all grade spans.

## Pittston Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	None	Mathematics	Some
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	



## Pittston Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	2
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Pottsville Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Pottsville Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	4	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Punxsutawney Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	None
Physics	Some	English / Language Arts	None	Other Req Course	None

## Punxsutawney Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	6	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Ringgold School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

Implementation of specific elements:

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Students in 4th grade participate in a field trip related to river quality on the boat the riverboat Explorer, through the Rivers of Steel. Here is the description: Starting with the construction of a hypothesis on the health of the rivers, students test their theory by applying scientific principles. Using living and nonliving indicators of water quality, students analyze and correlate their results with industrial and photographic records of the historical land use of Pittsburgh's river valleys. The process serves as a springboard for exploring issues of current land use and river health, sustainability, and green design.

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	

## Ringgold School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	7
Teacher PD	3	Sustainable Schools Technical Assistance	7	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our AP environmental science class is our strongest element, followed closely by our environmental science and life science classes at the high school, due to the curriculum and the real world application projects utilized by the teachers.
<b>Strengths of EE for Teachers:</b>	N/A
<b>Success Stories:</b>	N/A
<b>Challenges in EE:</b>	We are a new central administration team trying to improve teaching and learning across the district, with a heavy focus on math and reading. While all curriculum k-8 needs to be updated, the priority is not environmental education due to some of the other critical needs.
<b>Growth Opportunities:</b>	Our grades 5-8 teachers are reviewing sequence and scope for their grades bands over the next 12 months. I think there is great opportunity through that process to grow our environmental education program.

## Saint Clair Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**      **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:**      **System-wide at the ES level**

Kindergarten	System-wide	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** Previous comment is for K-8

**Describe Isolated MWEEs:**

**Middle School:**      **System-wide at the MS level**

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** Previous comment for K-8Previous comment is for K-8

**Describe Isolated MWEEs:**

**High School:**      **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None



## Saint Clair Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	5
Teacher PD	5	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	4	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Science PSSA scores are above state average for 4th and 8th grades, which are the only levels tested in Science. Again, we pay tuition for 9th-12th grade students to attend PAHS, which is a neighboring school district.
<b>Strengths of EE for Teachers:</b>	They attend a variety of professional development. We have high growth (PVAAS) data.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	funding, certified Science teachers
<b>Growth Opportunities:</b>	continue partnerships

## Schuylkill Haven Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

#### Elementary School:

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### Middle School:

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### High School: At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	

## Schuylkill Haven Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Shamokin Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade		5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Shamokin Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	Outdoor Classrooms	7
Teacher PD		Sustainable Schools Technical Assistance	Support from Board of Education	
Curriculum Planning/Integration		Increased Curricular Alignment	7	

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	Financial
Growth Opportunities:	

## Shikellamy School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	System-wide

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics	System-wide
Chemistry	System-wide	History / Social Studies	Some	Other Req Science	
Physics	System-wide	English / Language Arts	System-wide	Other Req Course	

## Shikellamy School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	1
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	5	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Slippery Rock Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None



## Slippery Rock Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment			

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	In the middle school, we do offer an Environmental Ecology class for students so that they learn the basic principles of ecology. We do have the students complete laboratories about concepts learned in class. However, we do not take any field trips that are environmentally focused. The high school does offer AP Ecology and there are steps for that class to do more outdoor initiatives and be more involved in local environmental issues. On the PSSA and Keystone Exams in the past the ecology and environmental science sections our students have scored well on.
<b>Strengths of EE for Teachers:</b>	Our teachers are receiving no training for an environmental education program. As a matter of fact, the middle school used to compete in an Enviroquest competition at Jennings and that was asked to not be funded by the school budget any longer.
<b>Success Stories:</b>	Our teachers do work very hard to provide students with opportunities to learn about environmental issues and topics; however, the list of all we have to do continues to increase and science education, let alone environmental education, is still not the forefront of the concerns especially at the elementary levels.
<b>Challenges in EE:</b>	There is no planning time, training, or budget to implement a plan that this organization is promoting.
<b>Growth Opportunities:</b>	By staying knowledgeable on local environmental issues our teachers can create lessons and other activities to teach this information to the students.

## South Eastern School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## South Eastern School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	1	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	3
Curriculum Planning/Integration	3	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## South Williamsport Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	Some
Chemistry	Some	History / Social Studies	Some	Other Req Science	None
Physics	Some	English / Language Arts	Some	Other Req Course	None

## South Williamsport Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	4	Outdoor Classrooms	6
Teacher PD	6	Sustainable Schools Technical Assistance	2	Support from Board of Education	4
Curriculum Planning/Integration	2	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

Strengths of EE for Students:	NA
Strengths of EE for Teachers:	Na
Success Stories:	NA
Challenges in EE:	NA
Growth Opportunities:	NA

## Southern Fulton School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**      **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**      **At some schools/classes, but nothing system-wide**

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**      **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**      **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Southern Fulton School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	3
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The elementary school has a Nature Trail that does provide an outdoor educational experience; however, due to funding/cuts there is no long a teacher assigned specifically to environmental education. The Nature Trail is used by classroom teachers to provide instruction when appropriate. High school students have environmental education embedded into specific courses but there is not an environmental education course at this time.
<b>Strengths of EE for Teachers:</b>	SFSD recently was awarded a PASmart Grant that will allow us to send teachers to professional development activities designed to address STEM.
<b>Success Stories:</b>	N/A
<b>Challenges in EE:</b>	Human Resources and Money
<b>Growth Opportunities:</b>	The sky is the limit!

## Southern Huntingdon County School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None



## Southern Huntingdon County School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	3	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	NA
<b>Strengths of EE for Teachers:</b>	NA
<b>Success Stories:</b>	NA
<b>Challenges in EE:</b>	This is the first time we have heard of MWEE.
<b>Growth Opportunities:</b>	By educating ourselves on MWEE.

## Spring Grove Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

#### Elementary School:

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### Middle School:

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### High School: At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Mathematics	
Chemistry	Some	History / Social Studies	Other Req Science	Some
Physics		English / Language Arts	Other Req Course	

## Spring Grove Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Restoration and maintenance of wetlands and rain gardens on campus.
<b>Strengths of EE for Teachers:</b>	Application of concepts in wetlands and rain gardens.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Limited class time; competition from other course offerings
<b>Growth Opportunities:</b>	

## Spring-Ford Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Field trips, outdoor classroom experiences, curricular and in-class exposure to MWEE concepts and standards.

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Outdoor classroom experiences and curricular/in-class experiences.

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Spring-Ford Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	6
Teacher PD	7	Sustainable Schools Technical Assistance	4	Support from Board of Education	7
Curriculum Planning/Integration	4	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Hands-on, real world experiences and connections for students.
<b>Strengths of EE for Teachers:</b>	Freedom to design units to meet student needs and standards. We use PSSA data as well as CBAs to support these efforts.
<b>Success Stories:</b>	None right now.
<b>Challenges in EE:</b>	Budget concerns, staffing concerns.
<b>Growth Opportunities:</b>	We will be redesigning our K-4 science program during the 2020-2021 school year, and hope to incorporate more MWEE and Environmental Education lessons/experiences.

## Steelton-Highspire School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

Implementation of specific elements:

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We have one elementary school. MWEE is embedded in our curriculum but often takes a back seat to reading and math instruction. There are some designed units and we have partnered with Penn State University to provide instruction to students.

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** Environmental education is fully integrated at the 7th grade level and partially at the 6th and 8th grade levels.

**Describe Isolated MWEEs:** Our 7th grade curriculum is largely an environmental class.

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Steelton-Highspire School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	2
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	For our 7th grade science class, environmental education is fully implemented into the curriculum.
<b>Strengths of EE for Teachers:</b>	We only have one teacher at the 7th grade level and they have taken ownership in writing and implementing the curriculum.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Implementing elements across the entire curriculum because of other standards that need to be taught.
<b>Growth Opportunities:</b>	Implementation across all curricular areas.

## Sullivan County School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	



## Sullivan County School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	Outdoor Classrooms
Teacher PD	5	Sustainable Schools Technical Assistance	Support from Board of Education
Curriculum Planning/Integration		Increased Curricular Alignment	

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Susquehanna Community School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	

## Susquehanna Community School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Susquenita School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Susquenita School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	4	Community Partnerships	4	Outdoor Classrooms	6
Teacher PD	5	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Tamaqua Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**      **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:**      **At some schools/classes, but nothing system-wide**

Kindergarten	None	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**      **At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**      **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry	System-wide	History / Social Studies	Some	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Tamaqua Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Tri-Valley School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	Some	Earth Science	System-wide	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	System-wide
Physics	None	English / Language Arts	None	Other Req Course	System-wide



## Tri-Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	6	Community Partnerships	4	Outdoor Classrooms	
Teacher PD	3	Sustainable Schools Technical Assistance	4	Support from Board of Education	2
Curriculum Planning/Integration	4	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Troy Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:**     **No evidence of MWEE in ES**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:**     **No evidence of MWEE in required HS courses**

Biology	None	Earth Science		Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Troy Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	6
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	6
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Tulpehocken Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:** At the third grade level, all student participate in a program involving the Penn State's Master Watershed Stewards at a local farm.

**Describe Isolated MWEEs:** Some classes have done hygroscope activities, mobile Ag labs, and presentations by the FFA to the elementary classrooms. These are not consistent from year to year and are not planned as part of a MWEE program.

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** At the third grade level, all student participate in a program involving the Penn State's Master Watershed Stewards at a local farm.

**Describe Isolated MWEEs:**

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Tulpehocken Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	5	Outdoor Classrooms	7
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	5	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	This year will be the first year that students in grades 9-12 are forming an environmental action committee to plan MWEs for grade levels across the high school. Student interest in environmental education is high as students are asking for additional curriculum opportunities. A group of Tulpehocken students has represented our county at the state Envirothon Competition and has placed second in the state in the PA FFA Environment and Natural Resources Competition.
<b>Strengths of EE for Teachers:</b>	Teachers who seek out professional development opportunities in environmental science and environmental literacy are granted approval and are putting those trainings into action. We have since implemented PA TIC programs, Urban Watershed Curriculum (through Fairmount Waterworks and DEP), and a teacher developed the five year plan for an environmental action committee as a result of a CBF workshop.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	There is a need for an Environmental Literacy Coordinator across grade levels (preferable more than one to deal with both elementary and junior/senior high school).
<b>Growth Opportunities:</b>	A new scope and sequence of science courses, the development of an environmental action committee, and a designated coordinator or point person are areas in which our school can begin to develop a program. Community partnerships already exist through our connections in Envirothon and FFA, but would need to be broadened to include all curricular areas.

## Union City Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science
Physics	None	English / Language Arts	None	Other Req Course

## Union City Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	5	Outdoor Classrooms	3
Teacher PD	3	Sustainable Schools Technical Assistance	5	Support from Board of Education	3
Curriculum Planning/Integration	4	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## United School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 3<sup>rd</sup> grade completes a Wetland unit and collaborates with YellowCreek State Park as a resource and field trips.

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Through the Junior Academy of Science students have various experiences with MWEE programs.

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science
Physics		English / Language Arts	None	Other Req Course



## United School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	3
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	80% or more of our juniors are proficient or advanced on the state Biology Keystone exam.
<b>Strengths of EE for Teachers:</b>	The collaboration with Yellow Creek State Park.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Integration into other subjects.
<b>Growth Opportunities:</b>	Our staff is encouraged to seek professional development that aligns with their certification area.

## Upper Adams School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Environmental Camps Not Offered To All Levels

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Environmental Camps Not Offered At All Levels

**High School:** System-wide in a HS required class

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	None
Physics	None	English / Language Arts	Some	Other Req Course	None

## Upper Adams School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	3	Outdoor Classrooms	4
Teacher PD	4	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
Curriculum Planning/Integration	2	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	5th Grade Environmental Education Camp / High School Environmental Field Trips
<b>Strengths of EE for Teachers:</b>	Curriculum
<b>Success Stories:</b>	N/A
<b>Challenges in EE:</b>	Funding & Time
<b>Growth Opportunities:</b>	N/A

## Upper Moreland Township School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Well Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Fully
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Fully	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	System-wide	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** Grade - Life Science - Earth Science Kindergarten Animals 2X2-The Animals 2x2 Module provides students with close and personal interaction with some common land and water animals. Appropriate classroom habitats are established, and students learn to care for the animals. In four investigations, animals are studied in pairs. Students observe and care for one animal over time, and then they are introduced to another animal similar to the first but with differences in structure and behavior. The first hand experiences are enriched with closeup photos of animals, some related to animals that students have observed in class and some to animals that are new. This process enhances observation, communication, and comparison Pebbles, Sand, Silt-The Pebbles, Sand, and Silt Module provides experiences that heighten primary students' awareness, curiosity, and understanding of Earth's natural resources -- rocks, soil, and water -- and provides opportunities for students to engage in scientific and engineering practices. Students explore the natural world by using simple tools to observe and describe properties of earth materials. Grade 1 Plants and Animals--The Plants and Animals Module provides experiences that heighten students' awareness of the way that plants and animals meet their basic needs. Students observe the structures of plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as plants grow, and compare classroom plants to those in the schoolyard. They design terrariums and provide for the needs of both plants and animals living together in the classroom. Air and Weather--The Air and Weather Module provides experiences that heighten primary students' awareness, curiosity, and understanding of Earth's dynamic atmosphere and provides opportunities for young students to engage in scientific and engineering practices. Students explore the natural world by using simple instruments to observe and monitor change. Grade 2 Insects and Plants -The Insects and Plants Module provides experiences that heighten students' awareness of the living world. They come to know firsthand the life cycles of a number of insects. Students see the life cycles of insects unfold in real time and compare the stages exhibited by each species. At the same time, students grow one type of plant from seed and observe it through its life cycle to produce new seeds Water-Water is the most important substance on Earth. Water dominates the surface of our planet, changes the face of the land, and defines life. These powerful pervasive ideas are introduced here. The Water Module provides students with experiences to explore the properties of water, changes in water, interactions between water and other earth materials, and how humans use water as a natural resource. Grade 3 Structure of life - this kit examines seeds and plants and their structures and makes connections to the structures of other living organisms Sun, moon, and planets - this kit focuses on the rotation of the sun, moon, earth system Grade 4 Environments - The study of relationships between one organism and its environment, focusing on the concepts that organisms need energy and matter to live and grow, and living organisms depend on one another and on their environment for survival Soils, rocks, and landforms - provides students with experiences with soils, rocks, and minerals, and modeling experiences to study changes to rocks and landforms on Earth's surface Grade 5 Living systems - Students look at Earth as the interaction of four Earth systems. The focus then turns to the biosphere as students explore ecosystems and organisms in terms of their interacting parts. Planetary Science - involves the study of the moon, Earth and the solar system

**Describe Isolated MWEEs:**

**Middle School: System-wide at the MS level**

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Grade - Unit Name - 6th Grade Earth Day activities- visit to Pennypack, pulling invasive species, macroinvertebrate studies, soil studies, field quadrant studies, salamander gathering. Visits to on-site Bio-Swail discussing natives vs. invasives, plants that encourage insect life such as dragonflies. 7th Grade Ecosystem Interactions, food webs, habitats, macro and micro life, abiotic/biotic and limiting factors. If time allows, we sometimes do a macroinvertebrate investigation, a brine shrimp study on health of water, and an in-depth food web study. 8th Grade N/AGrade - Life Science - Earth Science Kindergarten Animals 2X2-The Animals 2x2 Module provides students with close and personal interaction with some common land and water animals. Appropriate classroom habitats are established, and students learn to care for the animals. In four investigations, animals are studied in pairs. Students observe and care for one animal over time, and then they are introduced to another animal similar to the first but with differences in structure and behavior. The firsthand experiences are enriched with closeup photos of animals, some related to animals that students have observed in class and some to animals that are new. This process enhances observation, communication, and comparison Pebbles, Sand, Silt-The Pebbles, Sand, and Silt Module provides experiences that heighten primary students' awareness, curiosity, and understanding of Earth's natural resources -- rocks, soil, and water -- and provides opportunities for students to engage in scientific and engineering practices. Students explore the natural world by using simple tools to observe and describe properties of earth materials. Grade 1 Plants and Animals--The Plants and Animals Module provides experiences that heighten students' awareness of the way that plants and animals meet their basic needs. Students observe the structures of plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as plants grow, and compare classroom plants to those in the schoolyard. They design terrariums and provide for the needs of both plants and animals living together in the classroom. Air and Weather--The Air and Weather Module provides experiences that heighten primary students' awareness, curiosity, and understanding of Earth's dynamic atmosphere and provides opportunities for young students to engage in scientific and engineering practices. Students explore the natural world by using simple instruments to observe and monitor change. Grade 2 Insects and Plants -The Insects and Plants Module provides experiences that heighten students' awareness of the living world. They come to know firsthand the life cycles of a number of insects. Students see the life cycles of insects unfold in real time and compare the stages exhibited by each species. At the same time, students grow one type of plant from seed and observe it through its life cycle to produce new seeds Water-Water is the most important substance on Earth. Water dominates the surface of our planet, changes the face of the land, and defines life. These powerful pervasive ideas are introduced here. The Water Module provides students with experiences to explore the properties of water, changes in water, interactions between water and other earth materials, and how humans use water as a natural resource. Grade 3 Structure of life - this kit examines seeds and plants and their structures and makes connections to the structures of other living organisms Sun, moon, and planets - this kit focuses on the rotation of the sun, moon, earth system Grade 4 Environments - The study of relationships between one organism and its environment, focusing on the concepts that organisms need energy and matter to live and grow, and living organisms depend on one another and on their environment for survival Soils, rocks, and landforms - provides students with experiences with soils, rocks, and minerals, and modeling experiences to study changes to rocks and landforms on Earth's surface Grade 5 Living systems - Students look at Earth as the interaction of four Earth systems. The focus then turns to the biosphere as students explore ecosystems and organisms in terms of their interacting parts. Planetary Science - involves the study of the moon, Earth and the solar system

**Describe Isolated MWEEs:****High School: System-wide in a HS required class**

Biology	System-wide	Earth Science	Mathematics	None
Chemistry	System-wide	History / Social Studies	None	Other Req Science
Physics	None	English / Language Arts	None	Other Req Course

## Upper Moreland Township School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	3	Outdoor Classrooms	5
Teacher PD	4	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
Curriculum Planning/Integration	1	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The study of the environment is a hands-on experience from K-12.
<b>Strengths of EE for Teachers:</b>	We include a great deal of PD, especially at the elementary level where they are not science specialists. Our secondary teachers are all engaged in the curriculum development process.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Sustainable partnerships. Outdoor experiences
<b>Growth Opportunities:</b>	Our connection with Wildlife program that has worked to develop our swale sites.

## Upper Perkiomen School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Upper Perkiomen School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	7
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	5
Curriculum Planning/Integration	3	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Curriculum based activities. Assessment scores, student feedback
<b>Strengths of EE for Teachers:</b>	Professional training for science teachers. Implementation in the classroom
<b>Success Stories:</b>	AP Environmental course is highly successful and popular with our students
<b>Challenges in EE:</b>	Personnel, time
<b>Growth Opportunities:</b>	AP courses, K-12 teams



## Valley Grove School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	None	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Valley Grove School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	6	Outdoor Classrooms	6
Teacher PD	5	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Wallingford-Swarthmore School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level: Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School: At some schools/classes, but nothing system-wide**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 4th Grade- STC Land & Water Unit Kit 5th Grade- STC Ecosystem Unit Kit

**Middle School: At some schools/classes, but nothing system-wide**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Trout in the Classroom is offered as an after school club to 6th-8th grade students

**High School: System-wide in a HS required class**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	System-wide
Physics	None	English / Language Arts	None	Other Req Course	

## Wallingford-Swarthmore School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	4	Outdoor Classrooms	1
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	4		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	
<b>Strengths of EE for Teachers:</b>	
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	We do not have the resources to support implementing a full-blown environmental education program.
<b>Growth Opportunities:</b>	

## Warren County School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Somewhat Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:**     **At some schools/classes, but nothing system-wide**

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Audubon takes our students out on field experiences.

**Middle School:**     **No evidence of MWEE in MS**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**High School:**     **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	None

## Warren County School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	6
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	5
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Year-long Environmental Science Course was revised two years ago. (It used to be one semester)
<b>Strengths of EE for Teachers:</b>	Six Professional Development Days throughout the school year; Easy access to community relations such as the Audubon or Environmental Center
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Time and funding
<b>Growth Opportunities:</b>	We'd like to continue to meet the state standards regarding environmental education and be able to have access to resources within our state and community.

## Wattsburg Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Wattsburg Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	2
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	1
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	I am new to the District, as I just started in July. I am not as familiar with this part of our curriculum just yet, but am answering the questions to the best of my ability.
<b>Strengths of EE for Teachers:</b>	We have STEAM teachers in the elementary and middle school.
<b>Success Stories:</b>	Our elementary STEAM program partners with the library and gym teacher to coordinate healthy lifestyles and the importance of recycling in their educational programs.
<b>Challenges in EE:</b>	I am new and am unfamiliar with what curriculum we already have in existence.
<b>Growth Opportunities:</b>	The district is located among a great deal of wetlands as well as state hunting grounds. We are also fairly close to Lake Erie. We are surrounded by farms that grow primarily corn and soy, as well as farms that have livestock. We are also fairly close to North East, Pa, which grows a great deal of grapes. We are rich with locations that can provide hands on opportunities and experiences for our students, we just have to get the framework in place to make it happen.



## Waynesboro Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level: Not Prepared**

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School: System-wide at the ES level**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** In third grade there are some experiences that students have participated in at certain schools based on teacher interest. In 4th grade students go to Renfrew institute to learn about flax culture. In 5th grade they attend an over night camp at Strawberry hill Environmental Center to learn about stream ecology and biodiversity.

**Describe Isolated MWEEs:** There are no schools at the elementary level that complete MWEE grants or programs at the school.

**Middle School: System-wide at the MS level**

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Students visit Renfrew institute for the day to learn about wetland ecology and the history how the area was shaped by the environment. In third grade there are some experiences that students have participated in at certain schools based on teacher interest. In 4th grade students go to Renfrew institute to learn about flax culture. In 5th grade they attend an over night camp at Strawberry hill Environmental Center to learn about stream ecology and biodiversity.

**Describe Isolated MWEEs:**

**High School: No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Waynesboro Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	2	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	7	Support from Board of Education	6
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The 6th grade received a mini grant through The Chesapeake Bay program for that school year that helped pay for 6th graders to attend a day long Renfrew environmental field trip, pay for water testing materials for the 6th grade science teachers and paid for chairs for an outdoor classroom.
<b>Strengths of EE for Teachers:</b>	There were two teachers that attended the Principals Environmental Leadership Program through the Chesapeake Bay Foundation and completed their action plan. Their actions plans involve implementing a mobile outdoor classroom at the middle school and involving 6 thought 8th grade students in a day long trip to Renfrew Institute.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	There is no district wide Environmental Education program.
<b>Growth Opportunities:</b>	Allowing 6th, 7th and 8th graders to attend a day long MWEE at Renfrew institute. Reintroducing AP Environmental Science and other Environmental Science electives at the high school.

## West Chester Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

Implementation of specific elements:

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Fully

### Student Participation in MWEEs

**Elementary School:** System-wide at the ES level

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Forest restoration project,

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## West Chester Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	6	Outdoor Classrooms	2
Teacher PD	6	Sustainable Schools Technical Assistance	2	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Grade 4 watershed and civic responsibility mini-unit. Student assessment. PSSA results. Grade 6 life science course. Student Assessment. PSSA results.
<b>Strengths of EE for Teachers:</b>	Professional and curriculum development with Stroud Water Research Center. Teacher surveys.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Time and funding.
<b>Growth Opportunities:</b>	Continue to develop My Watershed programs so they fully incorporate all aspects.

## West Jefferson Hills School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## West Jefferson Hills School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	
Teacher PD		Sustainable Schools Technical Assistance		Support from Board of Education	3
Curriculum Planning/Integration		Increased Curricular Alignment	6		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	we offer an environmental science course at the high school
<b>Strengths of EE for Teachers:</b>	none
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	staff
<b>Growth Opportunities:</b>	still looking

## West Perry School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:**     **Well Prepared**

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Fully	Plan for MWEEs at all grade bands	Fully
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:**     **System-wide at the ES level**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:** All fourth grade students participate in classroom instruction, followed by a stream study experience. PA Environmental Science Standards are fully implemented in this unit.

**Describe Isolated MWEEs:**

**Middle School:**     **System-wide at the MS level**

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Students visit the local Environmental education site as part of their course of study for Life Science. They also visit a local organic farm. All fourth grade students participate in classroom instruction, followed by a stream study experience. PA Environmental Science Standards are fully implemented in this unit.

**Describe Isolated MWEEs:**

**High School:**     **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## West Perry School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	2	Outdoor Classrooms	1
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	1	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest element is the required longitudinal stream study that takes place on our campus. Students gather and analyze data across their school career, starting in fourth grade. This is evidenced by the excitement students show upon returning to the environmental center and their familiarity with the stream itself.
<b>Strengths of EE for Teachers:</b>	We have an elementary and secondary teacher who are strong proponents of environmental education. They ensure that the curriculum is implemented systemically.
<b>Success Stories:</b>	
<b>Challenges in EE:</b>	Funding, instructional time
<b>Growth Opportunities:</b>	We have sent individual teachers for professional development, but have not hosted PD here for all teachers at the elementary level.



## Western Wayne School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

## Western Wayne School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	5	Community Partnerships	3	Outdoor Classrooms	1
Teacher PD	4	Sustainable Schools Technical Assistance	2	Support from Board of Education	1
Curriculum Planning/Integration	1	Increased Curricular Alignment	1		

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Strengths of EE for Teachers:**

**Success Stories:**

**Challenges in EE:**

**Growth Opportunities:**

## Wilkes-Barre Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

## Wilkes-Barre Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	3		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We do not have a specific EE program. All high school students have the opportunity to take Environmental Science. All high school students have the opportunity to take Earth and Space Science. We schedule a part-time science program to grades K-1. We schedule science 5 times per week for grades 2-6 (30-60 minutes per class)
<b>Strengths of EE for Teachers:</b>	We offer professional development by outside presenters and within our district on occasion. Teachers complete evaluation forms upon completion of the professional development in-service.
<b>Success Stories:</b>	We had a group of 7th and 8th grade students work with Earth Conservancy director of communications, Elizabeth Hughes, on a project during the 2015-2016 school year. They worked on designing four interpretive signs for Earth Conservancy's Askam Borehole AMD Treatment System Wayside Exhibit. Earth Conservancy staff visited the classrooms to educate students on the background of the project and to create the signs. <a href="https://www.earthconservancy.org/newsletters/2017-2/">https://www.earthconservancy.org/newsletters/2017-2/</a> In the fall of 2017, 6th grade students from Solomon Plains elementary, through partnership with EPCAMR, visited a nearby AMD site. Students learned about the benefits and hazards of flood plains, birds, wildlife, and wildflowers of that environment, and they observed and analyzed amounts of iron, dissolved oxygen, and Ph in the water at the site. Students learned that this site was an abandoned mine drainage site.
<b>Challenges in EE:</b>	Because we are mandated to teach PA standards, we feel finding time to get out of the classroom for meaningful field experiences is very difficult especially MWEEs. We also deal with large class sizes, especially in our elementary schools which makes field experiences difficult to manage. Transportation and funding are also very challenging for us.
<b>Growth Opportunities:</b>	We need to find ways and understand how to effectively teach science and environmental content through field experiences and MWEEs, when possible. Perhaps meaningful professional development would help with this. Perhaps embedding certain field experiences within the curriculum would be beneficial. Remove the challenges of transportation and funding.

## Williams Valley School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Fully	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** At some schools/classes, but nothing system-wide

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Through established science curriculum

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	Some
Physics	Some	English / Language Arts	None	Other Req Course	

## Williams Valley School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	7	Community Partnerships	7	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	5	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Wilson School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Not at all	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** System-wide at the MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science
Physics	None	English / Language Arts	None	Other Req Course

## Wilson School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

### Needs for Support

Rating of Level of Need: 1 = no need, 7 = high need

Funding	5	Community Partnerships	3	Outdoor Classrooms	4
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	1
Curriculum Planning/Integration	1	Increased Curricular Alignment	2		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:



## Windber Area School District: ELIT Summary

Most Recent Data: 2017

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

## Windber Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	6	Outdoor Classrooms	6
Teacher PD	4	Sustainable Schools Technical Assistance	6	Support from Board of Education	1
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

### Qualitative Self-Assessment

Strengths of EE for Students:

Strengths of EE for Teachers:

Success Stories:

Challenges in EE:

Growth Opportunities:

## Wyoming Area School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Somewhat Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Partially
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Partially
Regular communication among staff about EE	Partially	Established community partnerships for EE delivery	Partially

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** At some schools/classes, but nothing system-wide

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	Some
Chemistry	Some	History / Social Studies	Some	Other Req Science	
Physics	Some	English / Language Arts	Some	Other Req Course	

## Wyoming Area School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	3	Community Partnerships	5	Outdoor Classrooms	3
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
Curriculum Planning/Integration	4	Increased Curricular Alignment	7		

### Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

## Wyoming Valley West School District: ELIT Summary

Most Recent Data: 2019

### Preparedness to Implement Environmental Education

**Preparedness Level:** Not Prepared

*Implementation of specific elements:*

Established program leader for EE	Not at all	Support system for high quality PD for EE	Not at all
Integrating environmental concepts in curriculum	Partially	Plan for MWEEs at all grade bands	Not at all
Regular communication among staff about EE	Not at all	Established community partnerships for EE delivery	Not at all

### Student Participation in MWEEs

**Elementary School:** No evidence of MWEE in ES

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:** No evidence of MWEE in MS

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**High School:** At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	Some	Other Req Science	None
Physics	Some	English / Language Arts	None	Other Req Course	None

## Wyoming Valley West School District: ELIT Summary (continued)

### Sustainable Schools Best Practices

#### Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

### Needs for Support

**Rating of Level of Need:** 1 = no need, 7 = high need

Funding	6	Community Partnerships	7	Outdoor Classrooms	6
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We do have one environmental education in the high school to try and support students going into this particular field. Any outside interest from agencies are welcome.
<b>Strengths of EE for Teachers:</b>	Not much PD is available for teachers and they teach to the PA standards.
<b>Success Stories:</b>	Looking at getting an AP environmental science class at our high school but would have to get a qualified person for the job.
<b>Challenges in EE:</b>	Connections to businesses and agencies to help guided both teachers and students. We are always looking to better our school and promote our students. Being involved in a sustainability program would be wonderful for school and students.
<b>Growth Opportunities:</b>	Career fairs, hands on partnerships with local agencies, building wide environmental projects