Virginia: 2019 ELIT

Response Summaries from Each Responding LEA

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New Kent County Public Schools: ELIT Summary

Newport News City Public Schools: ELIT Summary

Norfolk City Public Schools: ELIT Summary

Northampton County Public Schools: ELIT Summary

Northumberland County Public Schools: ELIT Summary

Norton City Public Schools: ELIT Summary

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Prince Edward County Public Schools: ELIT Summary

Prince George County Public Schools: ELIT Summary

Prince William County Public Schools: ELIT Summary

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Radford City Public Schools: ELIT Summary

Rappahannock County Public Schools: ELIT Summary

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Richmond County Public Schools: ELIT Summary

Roanoke City Public Schools: ELIT Summary

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Shenandoah County Public Schools: ELIT Summary

Smyth County Public Schools: ELIT Summary

Spotsylvania County Public Schools: ELIT Summary

Staunton City Public Schools: ELIT Summary

Suffolk City Public Schools: ELIT Summary

Surry County Public Schools: ELIT Summary

Tazewell County Public Schools: ELIT Summary

Virginia Beach City Public Schools: ELIT Summary

Warren County Public Schools: ELIT Summary

Washington County Public Schools: ELIT Summary

West Point Town Public Schools: ELIT Summary

Westmoreland County Public Schools: ELIT Summary

Winchester City Public Schools: ELIT Summary

Wise County Public Schools: ELIT Summary

Wythe County Public Schools: ELIT Summary

York County Public Schools: 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.

Accomack County Public Schools: 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	Some schools/classes	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Grade 3 Annual Farm Tour sponsored by local community agencies is available but does not necessarily meet the MWEE criteria.

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	System-wide	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

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	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	6
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	Elementary Schools take advantage of local environmental opportunities to involve students in project based learning to include Brownsville Nature Conservancy, Barrier Islands Center, VIMS, and others.
Strengths of EE for Teachers:	Local agencies support teachers in their environmental education program such as Brownsville Nature Conservancy, Chesapeake Bay Foundation, Ag in the Classroom; science and history/social science data across the division support that these are relative areas of strength for students.
Success Stories:	
Challenges in EE:	Due to the size of the school division leadership positions are limited to general areas of instruction and individuals support several different areas of instruction. Having a dedicated Science coordinator/supervisor, for example, would allow for more depth in areas such as those around environmental education. Curriculum that includes and is aligned to environmental education does not currently exist.
Growth Opportunities:	Due to the location of the school division, environmental learning opportunities are at our back door and there is mutual outreach between schools and those community agencies.

Albemarle County Public Schools: 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	Some schools/classes	2nd grade	Some schools/classes	4th grade	System-wide
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:* Currently the school contracts with the Thomas Jefferson Soil and Water Conservation group to provide a meaningful watershed educational experience (MWEE) for our elementary students. All 4th grade students and many 3rd and 5th grade students will participate in outdoor learning labs offered at the Camp Albemarle site. Moorman River runs through this site and students are offered day long and overnight opportunities to engage in a meaningful outdoor experience. The Thomas Jefferson Soil and Water volunteer staff offers at least six different learning stations for students. Before traveling to the site students will participate in background research and hands on activities appropriate for their grade level at their school. These activities involve research, field investigations, data analysis, reflection and sharing the information which involves our critical lifelong learner competencies.

***Describe Isolated MWEEs**:* 3rd and 5th graders also go to camp Albemarle but there is not a specific program unless requested. This would be the same for Wildrock. Certain grade levels participate in watershed lessons around the Chesapeake bay but these are not required. There are a few elementary teachers who engage students in stream surveys who are not partnered with a community person.

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:* Currently the school contracts with the Thomas Jefferson Soil and Water Conservation group to provide a meaningful watershed educational experience (MWEE) for our elementary students. All 4th grade students and many 3rd and 5th grade students will participate in outdoor learning labs offered at the Camp Albemarle site. Moorman River runs through this site and students are offered day long and overnight opportunities to engage in a meaningful outdoor experience. The Thomas Jefferson Soil and Water volunteer staff offers at least six different learning stations for students. Before traveling to the site students will participate in background research and hands on activities appropriate for their grade level at their school. These activities involve research, field investigations, data analysis, reflection and sharing the information which involves our critical lifelong learner competencies.

***Describe Isolated MWEEs**:* We will begin a partnership with one middle school with Wildrock. One example of this process might be to have the kids explore the core question, what is a forest worth? How would "curiosity and care" for the forest change if they were a member of the

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships with community.
Strengths of EE for Teachers:	Partnerships with community for elementary.
Success Stories:	https://www.nbc29.com/story/39309002/environmental-crews-monitor-albemarle-county-creek-following-contamination https://www.cbs19news.com/content/news/Monticello-HS-students-create-devices-to-test-Rivanna-River-quality-508444721.html https://www.c-ville.com/room-to-grow-wahs-new-study-space-blends-indoor-and-outdoor/ https://www.dailyprogress.com/news/local/albemarle-school-division-wins-award-for-environmental-initiatives/article_eb2fb6c0-3117-11e7-b19e-abd79a1d1d02.html
Challenges in EE:	Funding. We are hoping to increase professional development for teachers within the division. Funding to support transportation and outdoor experiences can bring about equity issues throughout the division. Transportation is not always easy to obtain.
Growth Opportunities:	Partnerships are seeking to work with our division. As we expand these opportunities, we will need to ensure equity and accessibility for all students.

Alexandria City Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* We currently have a part time garden position that works with students on local gardening initiatives that connect with watershed needs.

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

6th grade	System-wide	7th grade	System-wide	8th grade	System-wide

***Describe System-wide MWEEs**:* WE have been participating in a grant with NOAA and CBF to get our educators experiencing MWEE in our district.

***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	System-wide	Other Req Science	
Physics	Some	English / Language Arts	Some	Other Req Course	

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	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	6	Sustainable Schools Technical Assistance	3	Support from Board of Education	5
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	We are in just beginning stages. No data to report at this time.
Strengths of EE for Teachers:	The fact that we were issued a grant this year to get started in the work has been extremely helpful!
Success Stories:	
Challenges in EE:	Lack of funds
Growth Opportunities:	Continue to apply for grants.

Alleghany County Public Schools: 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: **No evidence of MWEE in ES**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Expansion of 6th-8th science programs to incorporate outdoor initiatives such as plant science, agriculture, horticulture, etc. as they pertain to the local climate and terrain. ACPS has hired a WBL is expand field experiences at the second level with an

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	Some	English / Language Arts	Some	Other Req Course	

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	In Place		

Needs for Support

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	At this time, our environmental education program is in it's first year. We just completed the first 4-weeks of school, so there is no available data at this time.
Strengths of EE for Teachers:	Same as above.
Success Stories:	Same as above. We are still growing in to our program in ACPS.
Challenges in EE:	Cost, resources, and time are the greatest challenges.
Growth Opportunities:	Community awareness is increasing due to environment concerns on local media sources.

Amelia County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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:	

Amherst County Public Schools: 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	Fully

Student Participation in MWEEs

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

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	System-wide	8th grade	None

***Describe System-wide MWEEs**:* 7th graders from both our middle schools learn about the watershed conservation in class. At Camp Kumbayah and Rivers Edge Park, students explore using hands-on experience and student-directed investigations enhanced by technology and real-world applications as they go out on the James River.

***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	
Physics	None	English / Language Arts	None	Other Req Course	

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	5	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	4		

Qualitative Self-Assessment

Strengths of EE for Students:	Our Trout in the Classroom project for the coming year as well as out James River experiences for all 7th graders. Last year we completed our outdoor classroom, which is located on our high school campus. We have no conclusive data at this point.
Strengths of EE for Teachers:	We are currently seeking ways to expand our professional development opportunities to include environmental education workshops including but not limited to the Chesapeake Bay Foundation.
Success Stories:	
Challenges in EE:	Locating resources that are easily accessible and teacher-friendly as well as being creative with our daily instructional time so we can intentionally implement environmental education activities throughout each band (elementary, middle and high).
Growth Opportunities:	Trout in the Classroom and our partnership with the James River Association.

Appomattox County Public Schools: 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	Fully	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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	System-wide

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	None
Physics		English / Language Arts	None	Other Req Course	None

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	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	1
Curriculum Planning/Integration		Increased Curricular Alignment	4		

Qualitative Self-Assessment

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

Arlington County Public Schools: ELIT Summary

Most Recent Data: 2017

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	Partially	Established community partnerships for EE delivery	Fully

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	Some schools/classes

***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	None	Other Req Science	System-wide
Physics	Some	English / Language Arts	None	Other Req Course	

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	7
Teacher PD	7	Sustainable Schools Technical Assistance	2	Support from Board of Education	7
Curriculum Planning/Integration	2	Increased Curricular Alignment	4		

Qualitative Self-Assessment

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

Augusta County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Solar Panels - NEED project
Strengths of EE for Teachers:	Professional Development for teachers on Solar Panels through Secure Futures LLC. the NEED (National Energy Education Development Project).
Success Stories:	https://www.whsv.com/content/news/Teachers-spend-day-training-about-solar-panel-education-510780891.html https://www.augusta.k12.va.us/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=4521&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=42808&PageID=1
Challenges in EE:	Time Resources Training
Growth Opportunities:	Capitalizing on community partnerships Utilizing the BayBackPack resources and other aligned resources Continue taking advantage of teacher PD Curriculum work realignment

Bath County Public Schools: 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	2nd grade	None	4th grade	Some schools/classes
1st grade	None	3rd grade	None	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Nature trails, vernal pools, river study

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Gr. 8 student participation in the Envirothon sponsored by Dominion Power.

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Opportunities outside the classroom.
Strengths of EE for Teachers:	Periodic professional development opportunities provided by Mary Baldwin University, the Chesapeake Bay Foundation and BARC Electric Cooperative.
Success Stories:	
Challenges in EE:	Small school division and limitations to what can be added to professional teacher responsibilities.
Growth Opportunities:	

Bedford County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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	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:	

Botetourt County Public Schools: 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	Some schools/classes	2nd grade	Some schools/classes	4th grade	System-wide
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:* Bay Day and our Watershed events successfully engages students in thinking critically about their connections to the Bay watershed. It helps them gain a deep understanding of the issue of local impacts on bay health. Students have an opportunity to form research questions, collect data, and reflect on their findings. It has been a part of our curriculum for several years and we have made several adjustments to benefit our students.

***Describe Isolated MWEEs**:* Partnerships with Mountain Castle and Clean Valley are specific to certain schools.

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* Bay Day and our Watershed events successfully engages students in thinking critically about their connections to the Bay watershed. It helps them gain a deep understanding of the issue of local impacts on bay health. Students have an opportunity to form research questions, collect data, and reflect on their findings. It has been a part of our curriculum for several years and we have made several adjustments to benefit our students.

***Describe Isolated MWEEs**:* Fox Island

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

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

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	2
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
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:	

Bristol City Public Schools: 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	Some schools/classes	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	

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	In Place		

Needs for Support

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Effects of pollution and recycling.
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

Brunswick County Public Schools: 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	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	Not at all

Student Participation in MWEEs

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

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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	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:	

Buchanan County Public Schools: 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: **System-wide at the ES level**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	System-wide

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	None	8th grade	None

***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	None
Physics		English / Language Arts	None	Other Req Course	None

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	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	6	Support from Board of Education	4
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:	

Buckingham County Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* 2nd grade- Life Cycles, Water Cycle, Erosion, Natural Resources 3-5- Science Curriculum Both levels use external presenters, local Water and Soil Conservation Office, local 4H Office

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***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	System-wide	Other Req Science	System-wide
Physics		English / Language Arts	None	Other Req Course	System-wide

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	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	2
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	3
Curriculum Planning/Integration	3	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	Newly implemented required Environmental Science course in grade 9. Grades and performance on Biology SOL data will be used to support.
Strengths of EE for Teachers:	We need to provide more for teachers.
Success Stories:	Ecology and Environmental Science: Partnership with local soil and water conservation district in respect to collaborative education. Students participate in Chesapeake Bay Foundation Education on water quality and chemistry, and diversity of living organisms, (Brock Environmental Center, Norfolk, VA) Local agencies' support: Educational Liaison from the National Guard will work with students and teachers in respect to water issues. Environmental Literacy: Implementing and Assessing Meaningful Watershed Experiences (June 2018)
Challenges in EE:	Time and creativity.
Growth Opportunities:	Continue to work with local agencies Expose students to activities where a local difference is made via their actions

Campbell County Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* We are piloting an elementary program with 4H and Holiday Lake Center in conjunction with the Grade 4 Standard of Learning on watershed.

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* We are currently piloting a sixth grade program with 4H/Holiday Lake Educational Center to implement MWEE.

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

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

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	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:	Our Environmental Science facilitates understanding of environmental science from a variety of perspectives. It is focused on community interactions and civic participation. Students also participate in a year-long research project where they share their learning with others within the community. We will be collecting data from the students in the form of surveys.
Strengths of EE for Teachers:	We are currently working on providing teachers professional development on topics such as outdoor learning experiences and environmental economics.
Success Stories:	We send a monthly science update e-newsletter that showcases student centered experiences and outdoor learning.
Challenges in EE:	Providing time for appropriate and effective training. Embedding relevant cases into our curriculum.
Growth Opportunities:	Building a sustainable curriculum and ensuring more K-12 alignment to foster environmental stewardship. Also, we would like to learn more about how to design more sustainable schools and outdoor learning spaces.

Caroline County Public Schools: ELIT Summary

Most Recent Data: 2019

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	
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	2nd grade	None	4th grade	System-wide
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	None	8th grade	None

***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	
Physics	None	English / Language Arts	None	Other Req Course	

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	7	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	7		

Qualitative Self-Assessment

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

Carroll County Public Schools: 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	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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	System-wide	History / Social Studies		Other Req Science
Physics		English / Language Arts		Other Req Course

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	6
Teacher PD	5	Sustainable Schools Technical Assistance	7	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:	

Charles City County Public Schools: 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	Partially

Student Participation in MWEEs

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

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	None

***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

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	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:	

Charlotte County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	None	Other Req Science	
Physics		English / Language Arts	None	Other Req Course	

Charlotte County Public Schools: 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	3	Sustainable Schools Technical Assistance	3	Support from Board of Education	6
Curriculum Planning/Integration	4	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	-- Areas of strength- I think that many of our teachers make an effort to get students outside during instructional time whether it is science, design classes, ag classes or health/PE. Students here participate in many field trips and experiences. We use available partnerships through the Soil & Water Conservation District regularly at multiple levels.
Strengths of EE for Teachers:	Making and supporting connections to field trips and VaDOE training (especially at the High School level)
Success Stories:	-
Challenges in EE:	The environmental education program needs to be embedded into the Science SOL and Curriculum Framework. Inclusion of the environmental education program into the current framework is essential. In addition, the availability of resources (Outside agencies beyond the Soil & Water Conservation District) is limited in the area.
Growth Opportunities:	Using our connection to the Soil and Water Conservation District to build the Environmental Education within the different levels (work with them to incorporate more field experiences)

Charlottesville City Public Schools: ELIT Summary

Most Recent Data: 2017

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***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

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	3	Outdoor Classrooms	2
Teacher PD	3	Sustainable Schools Technical Assistance	1	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:	

Chesapeake City Public Schools: ELIT Summary

Most Recent Data: 2017

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

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

Middle School: System-wide at the MS level

6th grade	System-wide	7th grade	None	8th grade	None

***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	

Chesapeake City Public Schools: 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	5	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	5	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:	

Chesterfield County Public Schools: ELIT Summary

Most Recent Data: 2017

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

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	

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	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	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	5
Curriculum Planning/Integration	6	Increased Curricular Alignment	4		

Qualitative Self-Assessment

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

Clarke County Public Schools: 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	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	None	2nd grade	None	4th grade	System-wide
1st grade	None	3rd grade	None	5th grade	System-wide

***Describe System-wide MWEEs**:* Building upon the activities implemented through the Chesapeake Bay Trust Foundation grant we received, CCPS (in partnership with Blandy Experimental Farm), was awarded a NOAA B-WET grant. This project provides an opportunity to develop CCPS students' 21st Century Skills via engagement in MWEE watershed system investigations that require problem solving, collaboration, creativity, critical thinking, and communication. Students will make explicit connections between watershed resources and human use and the impacts on those resources. Students will engage in vertically-scaffolded systems thinking to gain increasing understanding of Earth's interconnected systems at each grade level and will apply this knowledge in problem-solving projects focused on locally-relevant environmental issues. Each project year, students will identify, plan, and implement a MWEE action project. For each grade level participating in the grant, activities were implemented across all areas of the curriculum. Students in both 4th and 5th grade participated in activities in their classrooms and schools. They also traveled to Blandy Experimental Farm to participate in field investigation activities. Afterwards, students participated in post field investigation activities in their classrooms to analyze data and synthesize information. The focus for 4th grade is watershed definition and boundaries. Students studied healthy watershed habitats, then raised and released Brook trout into a local stream. In the spring, teachers and students hosted a parent night to raise community awareness. The evening consisted of viewing the trout tank, reading student trout diaries, viewing examples of student work, watching a special concert that highlighted thematic songs, and participating in an opportunity to take an environmental protection pledge. Additional partners for this project included Project Hope and Trout Unlimited. The focus for 5th grade was how local land use actions affect our local and regional Chesapeake Bay watershed. Students and teachers specifically focused on run-off, erosion, and sedimentation. Investigations culminated in parent newsletters student wrote to raise awareness of preserving our watershed.

***Describe Isolated MWEEs**:*

Middle School: System-wide at the MS level

6th grade	System-wide	7th grade	System-wide	8th grade	None

***Describe System-wide MWEEs**:* 6th and 7th grade students are also part of the goals and objectives of the NOAA B-WET grant described briefly in an earlier questions. Students in both 6th and 7th grade participated in activities in their classrooms and schools. They also traveled to Blandy Experimental Farm to participate in field investigation activities. Afterwards, students participated in post field investigation activities in their classrooms to analyze data and synthesize information. The focus for 6th grade was on Virginia watershed systems including water resources, water quality monitoring, public policy decisions, and sustainable management. Investigations resulted in students writing and sending opinion letters to the EPA's Chesapeake Bay Office. The focus for 7th grade was on organism adaptations and interactions in freshwater systems. Students also studied historic and present day land use and their impacts on watershed ecosystems. Students wrote letters to the local Board of Supervisors outlining their thoughts on balancing needed growth within the county and protecting our watershed. 15 students were invited to a BoS meeting where they read their letters and received feedback on their positions.Building upon the activities implemented through the Chesapeake Bay Trust Foundation grant we received, CCPS (in partnership with Blandy Experimental Farm), was awarded a NOAA B-WET grant. This project provides an opportunity to develop CCPS students' 21st Century Skills via engagement in MWEE watershed system investigations that require problem solving, collaboration, creativity, critical thinking, and communication. Students will make explicit connections between watershed resources and human use and the impacts on those resources. Students will engage in vertically-scaffolded systems thinking to gain increasing understanding of Earth's interconnected systems at each grade level and will apply this knowledge in problem-solving projects focused on locally-relevant environmental issues. Each project year, students will identify, plan, and implement a MWEE action project. For each grade level participating in the grant, activities were

implemented across all areas of the curriculum. Students in both 4th and 5th grade participated in activities in their classrooms and schools. They also traveled to Blandy Experimental Farm to participate in field investigation activities. Afterwards, students participated in post field investigation activities in their classrooms to analyze data and synthesize information. The focus for 4th grade is watershed definition and boundaries. Students studied healthy watershed habitats, then raised and released Brook trout into a local stream. In the spring, teachers and students hosted a parent night to raise community awareness. The evening consisted of viewing the trout tank, reading student trout diaries, viewing examples of student work, watching a special concert that highlighted thematic songs, and participating in an opportunity to take an environmental protection pledge. Additional partners for this project included Project Hope and Trout Unlimited. The focus for 5th grade was how local land use actions affect our local and regional Chesapeake Bay watershed. Students and teachers specifically focused on run-off, erosion, and sedimentation. Investigations culminated in parent newsletters student wrote to raise awareness of preserving our 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	

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	1	Community Partnerships	3	Outdoor Classrooms	7
Teacher PD	3	Sustainable Schools Technical Assistance	5	Support from Board of Education	1
Curriculum Planning/Integration	7	Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	All students are actively engaged in experimentation, investigation, and using scientific tools. We are increasingly finding that students remember content over a longer period of time and can apply their knowledge in different settings. Students are becoming more aware of their actions and how they impact our local and regional watersheds. Evidence to support this is shown in student work, surveys, and data from our external evaluator.
Strengths of EE for Teachers:	All teachers are designing and leading classroom activities before and after the MWEE field investigations. In addition, those teachers not comfortable with the content or cross-curricular design are beginning to demonstrate more confidence in these areas. In the end of the year survey, teachers reported: -- Transforming static curricular standards into questions; -- Interconnecting disciplines to learn about watersheds; -- Incorporating reading and writing literacy strategies into science, math, and social studies, -- Applying 21st Century Skills; -- Incorporating MWEE projects into curricular plans; and -- Using performance-based assessments for student action projects.
Success Stories:	
Challenges in EE:	-- Time to develop, plan, and implement MWEEs (including vertical alignment) -- Creating full MWEEs that include action projects and merging disciplines -- Convenient access to outdoor locations to implement MWEEs without negatively impacting the ecosystem
Growth Opportunities:	The division plans to implement a K-3 component of the NOAA B-WET grant in the upcoming year. It is our hope that we can build capacity and skills so that students are better prepared for a full MWEE when they reach 4th grade. The middle school is working to expand the cross-curricular content developed to include 8th grade students. There is an interest to make this a building-wide initiative. Additionally, stewardship components have been added to the independent research projects gifted students complete each year.

Colonial Beach Town Public Schools: 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	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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

Colonial Beach Town Public Schools: 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	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	6	Outdoor Classrooms	7
Teacher PD	4	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	4		

Qualitative Self-Assessment

Strengths of EE for Students:	Students are learning environmental education content in their classrooms. Lesson plans are tracked and assessment data is recorded. Hands on experiences tend to be invaluable to our students.
Strengths of EE for Teachers:	Teachers have opportunities to explore environmental education through Rappahannock Community College Workforce Experience and are encouraged to attend professional development experiences pertatining to environmental education
Success Stories:	The elementary school garden has been very successful. Students have been exposed to composting and rain barrels. They have seen from farm to table in action.
Challenges in EE:	Time and financial resources are always a challenge. There is not enough time in the school day for experiences and teachers need time to plan.
Growth Opportunities:	The Chesapeake Bay Foundation offers grant opportunities that we have used in the past to focus on environmental education program which were very successful. We will also continue to focus on our school garden and look to community partners for opportunities.

Colonial Heights City Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

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

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	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	5
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:	

Covington City Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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	7	Community Partnerships	5	Outdoor Classrooms	2
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	2
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:	

Culpeper County Public Schools: 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	2nd grade	None	4th grade	Some schools/classes
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Partnership with Culpeper Soil and Water Conservation and its program are available to all elementary schools. Some schools take advantage of this partnership more than others. 4th-grade students in some schools participate in an MWEE experience through partnership through CSWC and presentations by Stephanie DeNicola.

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Partnership with Culpeper Soil and Water Conservation and its program are available to all middle schools. Some schools take advantage of this partnership more than others. 6th-grade students in some schools participate in an MWEE experience through partn

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships with Culpeper Soil and Water Conservation District (Stephanie DeNicola), 4-H Extension Office, Shenandoah National Park, Graves Mountain Lodge, Lenn Park, VA Department of Forestry and other community groups provide the strongest elements of our environmental education programs. Outdoor classrooms and school gardens also provide a strong element to our environmental education program.
Strengths of EE for Teachers:	Professional development opportunities through Culpeper Soil and Water Conservation District, Chesapeake Bay Foundation, Trout in the Classroom, VA Dept. of Forestry and other community groups provide the strongest elements for teachers. The feedback from teachers through surveys and discussions provides us the evidence. The fact that they go back and implement the programs shows the importance of these professional developments.
Success Stories:	
Challenges in EE:	Time, Funds, Resources As our schools grow, it is hard to sometimes schedule field trips to places that limit the number of students on a day.
Growth Opportunities:	Continue to use community and state organizations to help support our environmental education programs and to place a high priority on professional development on implementing MWEE's with all grade levels especially 4th grade, 6th grade, and high school courses. Also, encourage more performance-based learning experiences to be incorporated into our environmental education programs.

Cumberland County Public Schools: 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	Some schools/classes	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Owl Pellet exercises, Field Days provided through our extension office, watershed experiences, after school program and in school presentations.

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Owl Pellets, Watershed programs, Upper Chesapeake Bay, MWEE summer field trips, after school programs, forestry camp

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	None
Physics	None	English / Language Arts	None	Other Req Course	None

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnering with local and community organizations to create real world learning experiences. The different after school classes, in class presentations and field trips.
Strengths of EE for Teachers:	The community support to provide teachers with support with their development of understanding of the different areas. They are willing to team teach with our teachers. We have SOL alignment documents and logs of community partners working with the classes at different levels.
Success Stories:	In working with State Parks, Extension Office and the local Soil and Water Conservation District (Peter Francisco) we have developed a summer program that involves field trips and hands on activities, an after school program, support with various class instruction and field days and classroom presentations that support and connect student learning.
Challenges in EE:	We are a small rural community that requires traveling at times to provide student with a variety of experiences.
Growth Opportunities:	We need to continue with professional development with teachers to provide them resources and connect them with the opportunities that exist in the area.

Danville City Public Schools: ELIT Summary

Most Recent Data: 2017

Preparedness to Implement Environmental Education

Preparedness Level: **Not 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	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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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	6	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	3
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:	

Dinwiddie County Public Schools: 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	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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Farm Day Ag Day Partnerships with community, businesses, high school,

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Bio Blitz @ Middle Schol Farm Day Ag Day

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	

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	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	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:	course offerings career exploration community partnerships
Strengths of EE for Teachers:	Professional development Project Wet and Wild
Success Stories:	Collaboration K-12 with student led programming
Challenges in EE:	staffing cost
Growth Opportunities:	integrated educational opportunities at every grade level

Essex County Public Schools: 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	Partially

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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

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	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	4		

Qualitative Self-Assessment

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

Fairfax County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	System-wide	5th grade	System-wide

***Describe System-wide MWEEs**:* Grade 3 Soils unit and Grade 5 Field Science unit for all FCPS students are in place. Teachers are provided with lesson plans and relevant materials to deliver a comprehensive unit. The units include PBLs, and the authentic project of the PBLs are environmental action projects, which involve a soil erosion mitigation project at G3 and a local stream health analysis and communication at G5. Throughout the unit, students go outdoors for field experiences and to collect data and information relevant to their projects.

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	System-wide	8th grade	None

***Describe System-wide MWEEs**:* In Grade 7, students implement a full MWEE through a Living Systems unit which includes a "Watershed Walk" lesson, in which students visit a local stream to collect data on stream health and learn about factors effecting the ecosystem. Students design a small action-project aimed at conservation.Grade 3 Soils unit and Grade 5 Field Science unit for all FCPS students are in place. Teachers are provided with lesson plans and relevant materials to deliver a comprehensive unit. The units include PBLs, and the authentic project of the PBLs are environmental action projects, which involve a soil erosion mitigation project at G3 and a local stream health analysis and communication at G5. Throughout the unit, students go outdoors for field experiences and to collect data and information relevant to their projects.

***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	Some

Fairfax County Public Schools: 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	6	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	1	Support from Board of Education	5
Curriculum Planning/Integration	7	Increased Curricular Alignment	6		

Qualitative Self-Assessment

Strengths of EE for Students:	Environmental education opportunities are available at every grade level. Get2Green website provides school-specific data and resources for environmental education. 127 of 198 schools are registered Eco-Schools engaging in student-driven environmental stewardship actions.
Strengths of EE for Teachers:	Professional development opportunities are available throughout the school year on a variety of topics. Get2Green also provides customized support for teachers and helps connect them to the plethora of environmental experts in the Washington, DC region. Feedback from teachers is positive and teachers who participate use the best practices learned in their classrooms.
Success Stories:	The Get2Green website (http://get2green.fcps.edu) has been a valuable research for schools in FCPS and nationwide since its launch in 2016. The energy and recycling data for each school and wealth of resources on a wide range of environmental topics help our teachers and students improve the sustainability of their schools and communities.
Challenges in EE:	Our greatest challenge is not having a dedicated environmental educator at most schools. The role is often taken on by the STEAM teacher in elementary schools who is able to interact with all students and has flexibility in the lessons they teach during their STEAM time. There is also a lack of funding for substitute teachers, transportation to provide opportunities for students to experience meaningful learning experiences in the field: i.e. CBF student trips. A funded environmental educator at every school could have the task of supporting sustainability best practices at the schools (i.e. recycling efforts, energy reduction efforts, reducing single-use plastic culture, seek grants for student opportunities, support teachers in outdoor learning, etc.)
Growth Opportunities:	Currently, the strength of environmental education programs in FCPS varies by school due in part to differences in teachers/staff with sufficient knowledge and comfort in environmental education and administrator support for environmental education. We are focusing on expanding equitable access to environmental education opportunities throughout the division, but this work is difficult and requires ongoing funding and dedicated staff support from central office and schools.

Falls Church City Public Schools: 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	2nd grade	System-wide	4th grade	Some schools/classes
1st grade	System-wide	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade		7th grade		8th grade	Some schools/classes

***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		History / Social Studies	None	Other Req Science	
Physics		English / Language Arts	None	Other Req Course	

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	2
Teacher PD	4	Sustainable Schools Technical Assistance	4	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:	

Fauquier County Public Schools: 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	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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	

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	5
Teacher PD	5	Sustainable Schools Technical Assistance	6	Support from Board of Education	6
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:	

Floyd County Public Schools: 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: **System-wide at the ES level**

Kindergarten	None	2nd grade	None	4th grade	System-wide
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:* We partner with the Blue Ridge Land Conservatory for a fourth grade MWEE. After studying the topic in science class, students have an outdoor experience at Apple Ridge Farm and follow-up with activities.

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:* We partner with the Blue Ridge Land Conservatory for a fourth grade MWEE. After studying the topic in science class, students have an outdoor experience at Apple Ridge Farm and follow-up with activities.

***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	

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	7	Community Partnerships	6	Outdoor Classrooms	5
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	6
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:	Time is the greatest challenge for all of our educational programs.
Growth Opportunities:	The partnership with the Blue Ridge Land Conservancy has the potential to expand our opportunities.

Fluvanna County Public Schools: 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	Fully

Student Participation in MWEEs

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

Kindergarten	System-wide	2nd grade	System-wide	4th grade	System-wide
1st grade	System-wide	3rd grade	System-wide	5th grade	System-wide

***Describe System-wide MWEEs**:* All first grade students participate in Environmental units of study Watershed resources, plants and animals and participate in a field trip to Pleasant Grove to extend their learning to an outdoor field experience and reflect upon how they can impact the environment, and how the environment impacts them. All 3rd grade students participate in watershed lessons and a field trip to Maymont Park to participate in hands on watershed/wetlands exploration. All 4th grade students participate in AG Day and rotations that focus on Chesapeake watershed and a Science unit (4.9a) that covers this topic. All Kindergarten and 2nd grade students participate in science/literacy units that cover this topic, but not an outdoor field experience dedicated to it/consistent throughout the entire grade.

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	System-wide

***Describe System-wide MWEEs**:* 6th grade students all participate in completion of a watershed unit, a correlating PBA, a field experience to Holiday Lake and wetland area behind our middle school to conduct hands on action projects and use information to determine the health of our watershed (part of PBA completion). Middle School students create and conduct campaigns to support environmental issues, complete a water pollution project, and participate in other environmental MWEEs such as "How Long Until It Is Gone" regarding decomposition of trash.All first grade students participate in Environmental units of study Watershed resources, plants and animals and participate in a field trip to Pleasant Grove to extend their learning to an outdoor field experience and reflect upon how they can impact the environment, and how the environment impacts them. All 3rd grade students participate in watershed lessons and a field trip to Maymont Park to participate in hands on watershed/wetlands exploration. All 4th grade students participate in AG Day and rotations that focus on Chesapeake watershed and a Science unit (4.9a) that covers this topic. All Kindergarten and 2nd grade students participate in science/literacy units that cover this topic, but not an outdoor field experience dedicated to it/consistent throughout the entire grade.

***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	

Fluvanna County Public Schools: 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	3	Community Partnerships	2	Outdoor Classrooms	2
Teacher PD	2	Sustainable Schools Technical Assistance	3	Support from Board of Education	3
Curriculum Planning/Integration	2	Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	Continuous opportunities throughout the K-12 curriculum for students to participate in hands on MWEEs, as well as community partnerships that support environmental education programs. Evident in curriculum pacing guides, PBAs, and field experiences.
Strengths of EE for Teachers:	Continuous opportunities embedded throughout the K-12 curriculum for students to participate in hands on MWEEs, as well as community partnerships that support environmental education programs. Evident in curriculum pacing guides, PBAs, and field experiences. Professional development offerings to staff to grow their knowledge in environmental education (i.e. AP Environmental training at George Mason, Envirothon training)
Success Stories:	
Challenges in EE:	Budgetary - staffing - to have one person solely dedicated to facilitating the environmental education program.
Growth Opportunities:	Numerous grants and opportunities for community partnerships and materials/resources to support our environmental education program.

Franklin County Public Schools: 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		2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade		3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Examples include Streamside education with Dan River Association. The Water Authority presented lessons to grades 2, 3,4 and 5 at one of our elementary schools. Some 4th grade students participated in Streamside Trees. A 5th grade class participated in an overnight field trip to the Marine Science Museum. Streamside Planting through Army Corp of Engineers occurred for students. School gardens are maintained at a few of the elementary schools.

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

6th grade	System-wide	7th grade	System-wide	8th grade	

***Describe System-wide MWEEs**:* In partnership with the Western Virginia Water Authority, students participate in an in-class discussion concerning the Watershed. A model of the watershed is used to instruct students and important terminiology is stressed. In addition, students visit a creek and samples of water are taken to analyze the chemical and biological effect. In 7th grade, a similar experience occurs with the analysis of water. More critical thinking occurs during this experiment.

***Describe Isolated MWEEs**:*

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

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

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	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	5	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements is the curriculum. Teachers ensure the curriculum is aligned to the standards and they strive to incorporate activities that are meaningful, deep in content with students having the ability to transfer knowledge.The subjective assessments consist of the SOL test.
Strengths of EE for Teachers:	The strongest elements are the curriculum. Teachers ensure the curriculum is aligned to the standards and they strive to incorporate activities that are meaningful, deep in content with students having the ability to transfer knowledge. The subjective assessments consist of the SOL test. Teachers also have the flexibility to incorporate meaningful, engaging activities that meet the needs of students given the available resources.
Success Stories:	Franklin County High School received the Virginia Naturally School for the 2017-2018 school year. Two of our teachers are consistently being asked to serve on state and local committees regarding the environmental educational program or Watershed programs.
Challenges in EE:	The greatest challenge is equitable resources and opportunities for all students.
Growth Opportunities:	We are finding some outside opportunities to partner with local agencies and/or organizations who are willing to serve as a sponsor for more Watershed and/or environmental initiatives for students.

Frederick County Public Schools: 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: **No evidence of MWEE in ES**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	None

***Describe System-wide MWEEs**:* In 6th grade all students are required to participate in a site based Environmental Impact investigation to determine the impact of their local building on the watershed.

***Describe Isolated MWEEs**:* Some middle school students participate in a reuse/not recycle action research project designed around the impact of single use plastics on the local watershed.

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

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	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	3	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
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:	Funding for division wide initatives and teacher training
Growth Opportunities:	We have received grant funding designed to implement and deliver cross curricular meaningful watershed experiences for elementary, middle and high school students across the division.

Fredericksburg City Public Schools: 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: **System-wide at the ES level**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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

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	7	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
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:	

Galax City Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***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

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	7	Outdoor Classrooms	5
Teacher PD	7	Sustainable Schools Technical Assistance	4	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:	

Giles County Public Schools: 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	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	None

***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

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	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	5	Sustainable Schools Technical Assistance	4	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:	

Gloucester County Public Schools: 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	Fully

Student Participation in MWEEs

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

Kindergarten	2nd grade	4th grade	System-wide
1st grade	3rd grade	5th grade	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	

***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

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	5	Outdoor Classrooms	3
Teacher PD	6	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:	

Goochland County Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* One of our elementary schools has partnered with the James River Association to bring in speakers for all students to learn from as part of our schoolwide enrichment program.

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* As part of our focus on STEM education, some classes complete an environmental literacy project focused on natural resources and watershed related topics.

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	System-wide	English / Language Arts	Some	Other Req Course	

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

Qualitative Self-Assessment

Strengths of EE for Students:	The most effective portion of our environmental eduction program for students is the direct instruction our teachers provide associated with state standards and local curricula. State and local assessments of student learning in these associated areas continue to demonstrate high proficiency.
Strengths of EE for Teachers:	The most effective portion of our environmental education program for teachers is tied directly to our local and regional partnerships (i.e. James River Association). Staff participation rates continue to be high.
Success Stories:	
Challenges in EE:	Dedicated staff.
Growth Opportunities:	Expand partnerships and advocate for dedicated personnel.

Greene County Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***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

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:	

Greensville County Public Schools: 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: **No evidence of MWEE in ES**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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

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	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:	We began teaching Environmental Science during the 2018-19 school year. We hope to grow and appreciate any assistance you can provide.
Strengths of EE for Teachers:	We began teaching Environmental Science during the 2018-19 school year. We hope to grow and appreciate any assistance you can provide.
Success Stories:	We began teaching Environmental Science during the 2018-19 school year. We hope to grow and appreciate any assistance you can provide.
Challenges in EE:	Time for PD, resources to assist with instruction, staff buy-in
Growth Opportunities:	Our new superintendent is supportive and has a growth mindset.

Halifax County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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

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	1	Community Partnerships	1	Outdoor Classrooms	2
Teacher PD	1	Sustainable Schools Technical Assistance	1	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:	Time, interest and resources
Growth Opportunities:	

Hampton City Public Schools: 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	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	Some schools/classes	2nd grade	Some schools/classes	4th grade	System-wide
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	System-wide

***Describe System-wide MWEEs**:* All 4th or 5th graders have experiences doing the schoolyard report card and then developing and implementing a plan to mitigate the identified problems. In the curriculum, there are other opportunities such as the watershed tarp, water quality testing and using an EnviroScape to show a real time interactions of precipitation with various land use practices.

***Describe Isolated MWEEs**:* More than half of our elementary and preK-8 school do the following: during their social studies visit to Fort Monroe head to the beach to conduct a descriptive study including (biodiversity and water quality testing). Through our B-WET grant several of our 4th and 5th grade teachers take their classes out on the boat with CBF to conduct an aquatic study of the Bay. Several teachers and their classes raise and plant oysters on the two reefs in Hampton.

Middle School: System-wide at the MS level

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* All 6th graders will have experiences doing the schoolyard report card and then developing and implementing a plan to mitigate the identified problems. In the curriculum, all 6th grade teachers will have their students do a comparative site study using macroinvertbrates and water quality testing as key indicators for the health of the Bay and its tributaries. All 4th or 5th graders have experiences doing the schoolyard report card and then developing and implementing a plan to mitigate the identified problems. In the curriculum, there are other opportunities such as the watershed tarp, water quality testing and using an EnviroScape to show a real time interactions of precipitation with various land use practices.

***Describe Isolated MWEEs**:* Through our B-WET grant several of our 6th, 7th and 8th grade teachers take their classes out on canoes with CBF to conduct an aquatic study of the Bay. Several teachers and their classes raise and plant oysters on the two reefs in Hampton.

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	

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	Don't Know		

Needs for Support

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The hands-on investigation that occurs with our students inside and outside the classroom. Human impact and understanding their role and how they can help the Bay. This is seen in students excitement for oyster planting, Clean the Bay activities, schoolyard habitats and other projects. This is also reflected in the data on the science SOL tests in 5th grade, 8th grade, Biology and Earth Science. We have had an increase across the board in all of our schools.
Strengths of EE for Teachers:	The professional development and implementation plan for our environmental education program. Teachers are trained, it's added into the curriculum and teachers are supported in implementing it in their classroom. This is seen through surveys and anecdotal feedback. This also seen in the increase in scores for students in teachers classes that have been trained.
Success Stories:	Here's a brief snapshot of our year looking at best practices and exemplars of environmental literacy in Hampton City Schools: https://www.dailypress.com/news/education/dp-nws-hampton-teacher-science-training-2018-story.html https://twitter.com/HCS_ScienceDept/status/1136780089520209921 https://twitter.com/HCS_ScienceDept/status/1136779277578493952 https://twitter.com/HCS_ScienceDept/status/1136778049981231106 https://twitter.com/HCS_ScienceDept/status/1124376583865806848 https://twitter.com/kianawister93/status/1121847835002048512 https://twitter.com/HCS_ScienceDept/status/1116809353389137920 https://twitter.com/HCS_ScienceDept/status/1108105786843152384 https://twitter.com/HCS_ScienceDept/status/1085197533146636291 https://twitter.com/HCS_ScienceDept/status/1081217148809302016 https://twitter.com/HCS_ScienceDept/status/1055606267685847041 https://twitter.com/knichmass/status/1054798118108254229 https://twitter.com/HCS_ScienceDept/status/1043593275167391749 https://twitter.com/4XSoccermom/status/1027243178611691520 https://twitter.com/HCS_ScienceDept/status/1024420005264453642 https://twitter.com/HeyCoachEcho/status/1016343696739045381
Challenges in EE:	Funding to have a greater impact on our students and teachers. We would like to offer more experiences to our students.
Growth Opportunities:	Expanding to all grade levels within each band and other disciplines as well

Hanover County Public Schools: 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	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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	None

***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	

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	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	3
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	4
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:	

Harrisonburg City Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	None

***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

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	1
Teacher PD	2	Sustainable Schools Technical Assistance	3	Support from Board of Education	2
Curriculum Planning/Integration	5	Increased Curricular Alignment	2		

Qualitative Self-Assessment

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

Henrico County Public Schools: 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	Partially	Established community partnerships for EE delivery	Fully

Student Participation in MWEEs

Elementary School: System-wide at the ES level

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

***Describe System-wide MWEEs**:* Grade 4 is the designated grade level for student participation in the MWEE in Henrico County Public Schools. Elementary schools conduct a variety of MWEEs such as: Saving Water - Students learn the name of the watershed in which they live and how it connects with the Chesapeake Bay. They investigate water flowing through a watershed and how the water cycle operates. They learn the importance of freshwater and why all living things need water to survive. Students investigate how much of the water on earth is actually fresh water. Activities might include: --Design and publish a water-saving tip sheet to distribute to parents and neighbors. --Complete water use logs and make pledges to conserve water at home and at school. --Create colorful posters to display around the school to educate others. Storm Drain Marking - Students investigate how storm drains work and where the storm water eventually goes. They research what kinds of materials might enter the storm drain. --Educate the public about the problems of dumping materials in the storm drains by stenciling messages on neighborhood storm drains. 3. Pet Waste Disposal. Students learn about the harmful effects of pet waste left near the curb. The investigate the spreading of pathogens that can make water unfit for drinking and swimming as well as uninhabitable to marine life. --Create colorful posters to display around the school to educate others. --Create and take home a Scoop Your Poop Interview and make a pledge with family members to pick up pet waste. Reducing Plastic Water Pollution. Students learn about the harmful impact of plastic litter on the local watershed and on marine life living hundreds of miles away. They discover how the storm drain system carries local trash all the way to the Chesapeake Bay. --Create colorful posters to display around the school to educate others --Create and take home a Watershed Pollution Interview and make a pledge with family members to reduce plastic pollution. --Analyze a school lunch to determine how to reduce plastic packaging with no-waste alternatives. Plan a "No Waste Lunch Day" for the class. Some schools work in partnership with Henricopolis Soil and Water Conservation District to assist with portions of their MWEE.

***Describe Isolated MWEEs**:* Some schools enhance their MWEE by participating in the field trip with James River Association. Through this program, students experience a fish trawl on the river and participate in environmental lessons at the ecology school on Presquile Wildlife Refuge.

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:* Grade 4 is the designated grade level for student participation in the MWEE in Henrico County Public Schools. Elementary schools conduct a variety of MWEEs such as: Saving Water - Students learn the name of the watershed in which they live and how it connects with the Chesapeake Bay. They investigate water flowing through a watershed and how the water cycle operates. They learn the importance of freshwater and why all living things need water to survive. Students investigate how much of the water on earth is actually fresh water. Activities might include: --Design and publish a water-saving tip sheet to distribute to parents and neighbors. --Complete water use logs and make pledges to conserve water at home and at school. --Create colorful posters to display around the school to educate others. Storm Drain Marking - Students investigate how storm drains work and where the storm water eventually goes. They research what kinds of materials might enter the storm drain. --Educate the public about the problems of dumping materials in the storm drains by stenciling messages on neighborhood storm drains. 3. Pet Waste Disposal. Students learn about the harmful effects of pet waste left near the curb. The investigate the spreading of pathogens that can make water unfit for drinking and swimming as well as uninhabitable to marine life. --Create colorful posters to display around the school to educate others. --Create and take home a Scoop Your Poop Interview and make a pledge with family members to pick up pet waste. Reducing Plastic Water Pollution. Students learn about the harmful impact of plastic litter on the local watershed and on marine life living hundreds of miles away. They discover how the storm drain system carries local trash all the way to the Chesapeake Bay. --Create colorful posters to display around the

school to educate others --Create and take home a Watershed Pollution Interview and make a pledge with family members to reduce plastic pollution. --Analyze a school lunch to determine how to reduce plastic packaging with no-waste alternatives. Plan a "No Waste Lunch Day" for the class. Some schools work in partnership with Henricopolis Soil and Water Conservation District to assist with portions of their MWEE.

***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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Teachers self-reporting indicates that 95% of our students had a MWEE experience in middle school and many involve authentic field experiences supported by community .partnerships including the Maymont partnership with BWISE. Our teachers and students have enjoyed their MWEE experiences and 92% of teachers report that their students were engaged in their MWEE lesson. 90% of teacher said they were very comfortable or comfortable teaching class outdoors.
Strengths of EE for Teachers:	This past summer we partnered with James River Association and with grant funds provided by CBTrust Restoration funds, we were able to offer our elementary teachers, a 1-day professional development experience. The goal of this professional development project was to improve elementary teachers' science content knowledge specifically pertaining to watersheds, erosion, ecosystems, food webs, plant life and human impact through a hands-on, real world learning experience. The HCPS elementary science specialist and James River Association Education Manager and educators provided professional development to support elementary teachers' science content knowledge and development of their MWEE (Meaningful Watershed Educational Experience). Teachers report greater confidence and comfort level teaching environmental education in the elementary classroom. Middle school teachers report through the BWISE professional learning surveys that they understand the MWEE process and feel comfortable incorporating it as part of their watershed unit. They also feel more comfortable after the professional learning experience that their students conduct an action or stewardship project related to their investigation. The BWISE website provides some of the action projects from the year one schools - https://sites.google.com/henrico.k12.va.us/bwise/home. The student have taken ownership of improving their watershed. In addition to the BWISE website, we have had some media coverage and student-created watershed videos that are great artifacts of the impact of this project - https://vpm.org/articles/6714/henrico-county-6th-graders-learn-about-the-chesapeake-bay-watershed. High school teachers and students also take a great deal of pride in their work. Students from our high schools take an active role in learning about their watershed and local and broader environment and actively serve as stewards of their environment.
Success Stories:	Based on our continuous work and support of watershed education, Henrico Education Foundation is supporting a program we call "Saving our Watershed One School at a Time" Henrico Education Foundation that will put approx 800 students on the James River. See the Media Release here https://drive.google.com/file/d/1n54y2BS-7-53o6g21vHb78s26Qc6L8DS/view?usp=sharing
Challenges in EE:	No separate funding source and no program leader dedicated for environmental education (other than the content science specialist) Another stumbling block is the time restraints using county buses. And instructional time during the school day.

Growth Opportunities:	Seek funding for a dedicated program leader for environmental education Continue to grow partnerships and more fully utilize resources with community partners Apply for additional grants to grow teacher professional development to support growth in content knowledge for environmental education

Henry County Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	None
Physics	None	English / Language Arts	None	Other Req Course	None

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	5	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	1	Support from Board of Education	1
Curriculum Planning/Integration	2	Increased Curricular Alignment	3		

Qualitative Self-Assessment

Strengths of EE for Students:	Students at Magna Vista High School have demonstrated proficient and advanced levels on assessments related to environmental and sustainability concepts. Results from classroom assessments, VA Standards of Learning assessments, and Career and Technical Education certification assessments show that the majority of students at MVHS have a solid understanding of environmental and sustainability concepts. The VA Standards of Learning assessments provide a means of quantifying student performance on the embedded concepts of renewable resources and sustainability. Students receive assessment scores that are proficient or advanced based on their level of mastery of the embedded concepts.
Strengths of EE for Teachers:	Henry County Public Schools is known for its solid technology infrastructure. School-wide use of technology such as laptops, iPads and interactive whiteboards has reduced paper consumption at all schools. To offset the energy consumption of these devices, staff members power them down when not in use.
Success Stories:	
Challenges in EE:	Cost of resources for the classroom and professional development opportunities for teachers.
Growth Opportunities:	Partnerships with area businesses.

Hopewell City Public Schools: 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	None	2nd grade	None	4th grade	System-wide
1st grade	None	3rd grade	Some schools/classes	5th grade	None

***Describe System-wide MWEEs**:* SOL 4.9 Earth's Resources Watershed and water resources Canoe Mobile offers all students lessons on watershed and the importance. These are done during the school day. Available to any but not done by all is Wilderness Inquiry's Canoemobile:A community canoe event takes the youth on the river in a 24-foot wooden canoe, an educator-guide leads young adventures on a paddle to observe wildlife and the river ecosystem. Part of the lesson focused on the watershed. Partnerships: National Parks Conservation Association, National Park Service, FOLAR, VA American Water, VA Dept of Game and Inland Fisheries, Petersburg National Battlefield.

***Describe Isolated MWEEs**:* 4th grade Canoe mobile (classroom and outdoor classroom sessions on the watershed and its importance) Partner:High school students presenting to students 4th grade Did you Pollute the Water Lesson: Are you responsible for water pollution? Concepts of pollution and watersheds will be presented and explored. Students will participate in hands-on activities and learn about natural and man-made ways to clean up the pollution. Are you ready to answer the question, "Did you pollute the water?" Partner: Math Science Innovation Center 3rd Grade SOL 3.7 water cycle/ watershed; Partner: Virginia Naturally

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	None

***Describe System-wide MWEEs**:* Watersheds: All 6th grade students participated in multiple pieces throughout the unit that included watersheds. One of these activities was the Chesapeake Challenge Classroom Lesson. This lesson brings in an expert and they discuss the issues of runoff and the different types of pollution that can happen in our area that may affect the Chesapeake Bay. The students are given the scenario that they are stranded in the woods with a nearby stream as their only source of water. They are then posed with the question "Would you drink the water?" This leads the students into a discussion about the many hidden pollutants in our natural water sources that can have a negative impact on your health. Luckily, with the advancement in filtration methods, those pollutants can be removed to create safe drinking water. In this STEM challenge, students built their own filter and then tested its efficiency at removing pollutants from the water. Based upon their results, students had a chance to make improvements to their filters. Connections were made to the importance of the Chesapeake Bay ecosystem and human impacts within its watershed that we are a part of here in Hopewell. Another part of this unit was an exhibition at a school "WOW" night, where the community is invited in to see what students have been working on. 6th grade students presented "Who Polluted Atlantis" Students used a story with models and "pollutants" to show community members how our everyday decisions can impact the environment around us. Partner: Math Science Innovation CenterSOL 4.9 Earth's Resources Watershed and water resources Canoe Mobile offers all students lessons on watershed and the importance. These are done during the school day. Available to any but not done by all is Wilderness Inquiry's Canoemobile:A community canoe event takes the youth on the river in a 24-foot wooden canoe, an educator-guide leads young adventures on a paddle to observe wildlife and the river ecosystem. Part of the lesson focused on the watershed. Partnerships: National Parks Conservation Association, National Park Service, FOLAR, VA American Water, VA Dept of Game and Inland Fisheries, Petersburg National Battlefield.

***Describe Isolated MWEEs**:* The James River Association provided a classroom lesson on watersheds and run off to half of the 7th grade students. Students participated by adding "pollutants" to a watershed model and then simulating rain. Students had Those students were then

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our students love the experiences. They enjoy the simulations and the field trips, the real hands on activities that make it "real" to them. Interviews with students after the unit, indicated that the things the students remembered the most were the experiences where they were actively engaged and participating in hands on activities.
Strengths of EE for Teachers:	We do not currently have a division, or school environmental education program for teachers. For middle school teachers, the partnership with James River Association provides a day of Professional Development to department teachers. Teachers is all schools do have an instructional coach that is hands-on and works closely to develop enviromental and other projects that incorporate opportunities for deeper learning.
Success Stories:	The fifth graders ran a " green team" and recycled all year in partnership with the local Keep Hopewell Beautiful committee.
Challenges in EE:	Time is a big challenge for teachers. It is a challenge to allocate time for as many authentic outdoor environmental experiences as we want while also ensuring all other grade level content is taught at the elementary level. However, we are learning to strike a balance as we incorporate more project based learning.For middle and high teachers, it is still time constraints.... time to professionally learn and then time on a bell schedule to extend lessons every day as needed.
Growth Opportunities:	Some schools are partnering with the Chesapeake Bay Foundation to plant trees. Some are also partnering with the Virginia Naturally Schools and Fit For Kids. (In contact with the Chesapeake Bay Foundation to work on building a conservation corner at a school, too.) The middle school is expanding our partnership with James River Association to include all seventh grade students for the 19-20 school year in all experiences. 7th grade teachers are also planning a PBL based on environmental education. The high school is also expanding its outreach for community partners as enrollment in Environmental Science has increased.

Isle of Wight County Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* 2nd Grade (HES): Pumpkins & Pollinators: Students built raised beds for planting pumpkins. They learned about the importance of nutrients in the soil, using compost, using mulch to help retain moisture in the beds, the importance of the right amount of sun and water for plant growth, and the impact of extreme weather (floods or droughts) on the pumpkin growth and life cycle. They filled the beds with soil and compost, learned how deep to plant seeds, and how far apart they should plant seeds. They planted the seeds and applied mulch. In addition, the students were responsible for watering and checking plants. Students learned about the importance of pollinators for plant growth. They learned about factors that impact the bee population (i.e. insecticides). They also learned about what types of plants can attract different types of pollinators. In addition, students planted flowers to attract pollinators to assist with the pumpkin plants. Students presented their findings at an expo event in the district. 1st Grade (CAES): Water Cycle & Elements: The water cycles was discussed and explored through such things as water/sand/rocks etc and how it flows. Lesson and discussions were tied into the Chesapeake Bay and runoff effects. K (WES): Taking care of the Environment: Students discussed their local environment. Students planted foliage in the community and collected trash. 5th Grade (WES): Chesapeake Bay: Students researched human impacts on the Chesapeake Bay. 5th Grade (WES): Role of Bees: Students researched human impacts on bee populations and designed and created Bee Hotels.

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* 6th Grade (GTMS): Dismal Swamp Experience: Students examined the history of the Great Dismal Swamp, effect of forest fire on the area, and how man carving out the trails impacted the wildlife. The students participated in a field experience and communic

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

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	3	Community Partnerships	4	Outdoor Classrooms	2
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

Strengths of EE for Students:	Student interests and creativity as supported through surveys to gather data for this survey.
Strengths of EE for Teachers:	Teacher interest as supported through surveys to gather data for this survey.
Success Stories:	
Challenges in EE:	Time and personnel to create and implement the program.
Growth Opportunities:	Implementing environmental education into the curriculum is our next step. Our experiences are inconsistent in location (schools, grade levels) and depth of implementation.

King George County Public Schools: 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	Fully	Established community partnerships for EE delivery	Partially

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* KGCS coordinates with Friends of the Rappahannock to provide MWEE activities. In addition schools were provided with prob wear with grant funding from NOAA.

***Describe Isolated MWEEs**:* Some schools have garden clubs sponsored in part by local 4-H extension agent.

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

6th grade	System-wide	7th grade	System-wide	8th grade	System-wide

***Describe System-wide MWEEs**:* Project Wet training was offered to science teachers through the local 4-H extension office and Project Wild training was offered through the Department of Game and Inland Fisheries. The local 4-H cooperative works side by side with teachers and students in MWEE experiences. Probabeware has been provide through a grant with the Friends of the Rappahannock.KGCS coordinates with Friends of the Rappahannock to provide MWEE activities. In addition schools were provided with prob wear with grant funding from NOAA.

***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	

King George County Public Schools: 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	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:	

King William County Public Schools: 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	Some schools/classes	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* "No Littering" projects at grade 2

Middle School: System-wide at the MS level

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* 6th grade River Day

***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	

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	3	Sustainable Schools Technical Assistance	3	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:	Time and resources
Growth Opportunities:	

Lancaster County Public Schools: 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	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	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	System-wide

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade		8th grade	

***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		English / Language Arts	None	Other Req Course	

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	In Place		

Needs for Support

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

Funding	7	Community Partnerships	1	Outdoor Classrooms	7
Teacher PD	3	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:	
Growth Opportunities:	

Lee County Public Schools: 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: **No evidence of MWEE in ES**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Daniel Boone Soil Conservation District / Kids in the Creek Kids in the Creek is an annual event held for 6th graders of Lee County. Students go around to different stations to learn about different environmental issues. In the past stations have included

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

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	6
Teacher PD	5	Sustainable Schools Technical Assistance	6	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:	Funding sources
Growth Opportunities:	

Loudoun County Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* 1. Monarch Teacher Network training is offered to all Loudoun County Public Schools teachers each summer. This training has been in place since 2009 and more than 350 teachers have participated.Teaching and Learning With Monarch Butterflies is a two-day teacher workshop combining classroom and field experiences. It enables pre-K through 12th grade educators to teach essential skills in literacy, math, science, geography, technology, Spanish, the arts and social studies through the captivating story of monarchs.Teachers who participate raise and release Monarch in their classrooms.The PD focuses on preserving habitat and watersheds in addition to teaching about the Monarch life cycle. 2. Green Schools Program -- Rust Watershed Adventures Program Offered to LCPS schools from the Audubon Naturalist Society. 20 elementary schools have been named as Green School partners. Rust Watershed Adventures, an environmental education program offered in partnership with the Audubon Naturalist Society's GreenKids program. As a Rust Watershed Adventures partner, schools will receive the following services: Professional development for Grade 3 and Grade 5 teachers, Field trips for both grade 3 and grade 5 to the Rust Nature Sanctuary for an SOL focused Meaningful Watershed Educational Experience (MWEE)

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Trout in the Classroom 3 LCPS middle schools participate in TIC. Trout in the Classroom (TIC) is an environmental education program in which students, raise trout from eggs to fry, monitor tank water quality, engage in stream habitat study, learn to appre

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of the LCPS environmental educational program for students consist of course offerings at the high school level. Students are offered two different courses, Environmental Science & AP Environmental Science. Each of LCPS's 17 high schools offers Environmental Science. Enrollment in environmental sciences has steadily increased since the course inception in 2004. In addition, many schools have formed partnerships with local environmental groups during Project Based Learning projects. Many of the PBL projects have an environmental focus.
Strengths of EE for Teachers:	Teachers are offered continuous opportunities for professional development in environmental education. LCPS has a long list of partners who offer PD.
Success Stories:	Grow Greenly https://vimeo.com/290723097 Patriot Patch https://vimeo.com/274950267 Water Scarcity https://vimeo.com/110469671
Challenges in EE:	Inclusion of MWEE lessons as required elements of the curriculum and getting students to appropriate sites for experiences. Many schools do not have facilities to conduct robust MWEE experiences and although LCPS has a large number of partners who can help to provide these experiences, transportation costs and time out of the classroom are challenges. Funds to support MWEE and teacher PD are also limited.
Growth Opportunities:	LCPS has many partners who are able to assist in providing resources once we have a comprehensive and county wide plan in place.

Louisa County Public Schools: 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	Partially

Student Participation in MWEEs

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

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	None
Physics	Some	English / Language Arts	None	Other Req Course	None

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	7
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	5
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:	

Lynchburg City Public Schools: ELIT Summary

Most Recent Data: 2019

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	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	

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* LCS has prepared lessons directly aligned with SOLs, as well as created resources at each grade level to investigate the importance of watersheds, water and conservation efforts of these natural resources.

***Describe Isolated MWEEs**:* K -All water flows downhill investigations 4th - building a model watershed 2nd and 3rd -investigate the importance of wetlands, swamps, reservoirs, etc through experimentation.

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	System-wide

***Describe System-wide MWEEs**:* All of our pacing guides follow the Virginia Standards of Learning and those are taught with fidelity. At the 8th grade level, all students participate in a watershed experience.LCS has prepared lessons directly aligned with SOLs, as well as created resources at each grade level to investigate the importance of watersheds, water and conservation efforts of these natural resources.

***Describe Isolated MWEEs**:* LCS applied and received grants for a watershed experience for all our 8th graders and a PD for all middle school science teachers.

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	At the elementary level, we have created science kits that incorporate investigation explorations many to do with environmental issues; middle school and high school we have secured grants that allow students to have watershed experiences; we teach the Va SOL standards with fidelity; students complete a science fair project at different levels of the continuum and some with a focus on the environment; some elementary schools are growing their own gardens.
Strengths of EE for Teachers:	We offer the watershed experience to some middle school teachers as well as some training; we have expanded our science offerings to include AP Environmental and send teachers to AP conferences. We offer PD opportunities throughout the year focus on the standards; all science teachers at the secondary level go through a safety training.
Success Stories:	
Challenges in EE:	Funding
Growth Opportunities:	

Madison County Public Schools: 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		2nd grade		4th grade	Some schools/classes
1st grade		3rd grade	Some schools/classes	5th grade	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Culpeper Soil and Water and the 4H Coop visit classrooms. They offer a variety of programs including - soil tunnels, a table top watershed activity, water distribution. Students also take a field trip to the national forest.

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

6th grade	System-wide	7th grade		8th grade	

***Describe System-wide MWEEs**:* Classroom teachers at Wetsel Middle School have a partnership with Culpeper Soil and Water Conservation District. Wetsel was the pilot school for the roll out of a new watershed program. The program covers biological, chemical, and physical assessments of the land and water. It also includes soil, forestry (conservation buffers) and sometimes septics. CSWCD joins teachers in the classroom before and after the field investigation to fully immerse the students in all aspects of a MWEE.

***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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	The program is from start to finish: Pre-test, Instruction, Activities, Reflection, Follow up. Students showed a lot of growth from pre to post test, about 80% improvement.
Strengths of EE for Teachers:	Trainings offered every summer with a variety of activities.
Success Stories:	https://www.dailyprogress.com/madisonnews/lifestyles/wetsel-students-travel-to-smith-island-experience-bay-life/article_968c6af4-8eb8-11e9-8900-cbdc33e3ce91.html https://www.dailyprogress.com/madisonnews/news/cswcd-receives-watershed-education-grant/article_72b972b0-0f75-11e9-8702-a38973e79035.html https://www.dailyprogress.com/madisonnews/lifestyles/wetsel-students-travel-to-the-chesapeake-bay/article_736710f0-bcf5-11e8-a481-23d608829d6d.html
Challenges in EE:	As a teacher, sometimes it is challenging to let someone come in and help instruct your students.
Growth Opportunities:	Expand more to programs to the elem. and high schools.

Manassas Park City Public Schools: 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: **System-wide at the ES level**

Kindergarten	System-wide	2nd grade	System-wide	4th grade	System-wide
1st grade	System-wide	3rd grade	System-wide	5th grade	System-wide

***Describe System-wide MWEEs**:* Outdoor field experience. The elementary schools maintain a school community garden with shared responsibility among classes.

***Describe Isolated MWEEs**:*

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

6th grade	7th grade	System-wide	8th grade

***Describe System-wide MWEEs**:* Focus during 7th grade life science. Students maintain community garden in school courtyard that includes rainwater collection and recycling.Outdoor field experience. The elementary schools maintain a school community garden with shared responsibility among classes.

***Describe Isolated MWEEs**:*

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

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	5
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

Strengths of EE for Students:	Student engagement in the maintenance of the elementary and middle school gardens as evidenced by the yield of viable produce.
Strengths of EE for Teachers:	Professional learning for the secondary teachers in delivery of the Environmental Science curriculum as prescribed by the Virginia Department of Education.
Success Stories:	NA
Challenges in EE:	Lack of funding and space for establishing viable outdoor classrooms.
Growth Opportunities:	Increased participation in secondary environmental science courses.

Mathews County Public Schools: 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	Fully

Student Participation in MWEEs

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

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	System-wide

***Describe System-wide MWEEs**:* All fifth grade students access the nature trail which has both a salt and freshwater marsh. Students define concepts, have a variety of experiential education opportunities on the trail, work on projects, and work through synthesis and conclusions. All fifth grade students work through interactive materials provided by state and local government agencies.

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* All students in 6th grade participate in Chesapeake Bay Day, where they engage in activities related to the watershed. They learn vocabulary and terms, participate in field experiences, work on projects, synthesize, and draw conclusions. All students in 7th grade take Life Science, where they participate in an EnviroEcoExpo. Topics and activities include working on watershed improvement, keystone species, pollution, the oyster, shoreline erosion and protection, temperature, rainfall, weather, erosion buffers, and runoff. Students also participate in a year-long VIMS aquarium project. All students in 8th grade access the Nature Trail which has both a salt and fresh water marsh. Students define concepts, have a variety of experiential education opportunities on the trail, work on projects, and work through synthesis and conclusions.All fifth grade students access the nature trail which has both a salt and freshwater marsh. Students define concepts, have a variety of experiential education opportunities on the trail, work on projects, and work through synthesis and conclusions. All fifth grade students work through interactive materials provided by state and local government agencies.

***Describe Isolated MWEEs**:* One topic of the Science Club, open to all students, is the watershed. Students may also attend Nature Camp. Gifted students may also participate in additional outreach and classroom MWEE experiences.

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	

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	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	6	Sustainable Schools Technical Assistance	2	Support from Board of Education	5
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

Qualitative Self-Assessment

Strengths of EE for Students:	Providing students with the opportunity to attend Chesapeake Bay Governor's School for Marine and Environmental Science is an exceptional opportunity that benefits our students immensely, as referenced through their award-winning research presentations at the Virginia Junior Academy of Science and CBGS Research Symposium, college acceptance rates, and scholarship monies awarded. Our school-community partnership to develop the nature trail is also a strong element, although no formal data have been collected through assessments at this time.
Strengths of EE for Teachers:	Partnerships with VIMS have helped our teachers to strengthen their instruction in MWEE. Informal data collection indicates the benefits.
Success Stories:	http://www.gazettejournal.net/index.php/schools/schools_article/state_fair_recognizes_thms_nature_trail http://www.gazettejournal.net/index.php/news/news_article/community_comes_together_to_build_trail http://articles.dailypress.com/2014-10- 14/news/dp-nws-mid-thms-nature-trail-20141014_1_nature-trail-new-trail-mile-long-trail http://www.dailypress.com/news/gloucester-county/dp-nws-mid-students-study-reef-20150609-story.html http://www.dailypress.com/news/gloucestercounty/ dp-nws-mid-biogenic-reef-20150208-story.html
Challenges in EE:	We are a very small school division and community, so resources (human and financial) are limited.
Growth Opportunities:	We have the benefit of being located right on the Chesapeake and Mobjack Bays and having developed college partnerships, which we hope to expand in the future.

Mecklenburg County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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

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	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:	

Montgomery County Public Schools: 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	Fully

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	None

***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

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	3	Community Partnerships	6	Outdoor Classrooms	7
Teacher PD	6	Sustainable Schools Technical Assistance	1	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:	

Nelson County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

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

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	Don't Know		

Needs for Support

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Courses are taught by the same teacher who is invested in environmental education.
Strengths of EE for Teachers:	Teacher is working with the Wintergreen Nature Foundation and Lynn Fontana on a BAMA Grant that will help to incorporate environmental education throughout our district.
Success Stories:	
Challenges in EE:	Time, funding and educational materials specifically related to VA.
Growth Opportunities:	professional development offered by the state

New Kent County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* James River association partnership BWET grant

***Describe Isolated MWEEs**:* Science Curriculum

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

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

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	7	Outdoor Classrooms	5
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

Strengths of EE for Students:	Partnership with James River Association
Strengths of EE for Teachers:	Partnership with James River Association and VCU - BWET grant
Success Stories:	
Challenges in EE:	Consistent courses at the high school
Growth Opportunities:	Continued partnership with James River Association

Newport News City Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* 6th grade students participate in a MWEE program at James River Association's Ecology School in Williamsburg. 7th Grade students participate in a lab based MWEE program at the Virginia Living Museum 6th and 7th grade curriculum is designed to reinforce the concepts of both trips.

***Describe Isolated MWEEs**:* Booker T. Washington offers extended MWEE experiences for all grades that use a variety of environmental educators. These experiences align with the school's Marine Science magnet focus.

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Students are being provided with opportunities that they would typically not be able to experience or gain knowledge of without the experiences. Student science scores have increased in year after the implementation of these programs at the middle school level.
Strengths of EE for Teachers:	Teachers are offered multiple PD opportunities within the district and outside of the district. The science department is able to provide funding for many of the outside opportunities too.
Success Stories:	
Challenges in EE:	Funding for additional opportunities for large numbers of students. Transportation is often an issue because of the large district. Often buses arrive late and the students are not able to gain the full experience of the trip.
Growth Opportunities:	The new Environmental Science curriculum is an excellent starting point, but the AP water quality experience is fully sustainable at this point.

Norfolk City Public Schools: 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	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	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	System-wide	5th grade	None

***Describe System-wide MWEEs**:* The Grade 3 problem based learning unit required student to determine if they would build a new community along the banks of the Elizabeth River - impacting a family of otters. This unit provides opportunities for partnership with Elizabeth River Project.

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:* Grade 6 students engage in MWEEs during the Watersheds Unit. Student are provided an opportunity to ---use topographic maps to determine the location and size of Virginia's regional watershed systems. --locate their own local watershed and the rivers and streams associated with it. --explain the importance of the Chesapeake Bay watershed. --analyze and explain the functioning of wetlands and appraise the value of wetlands to humans. --explain the importance of estuaries including their importance to people. (d) --propose ways to maintain water quality within a watershed. (d)The Grade 3 problem based learning unit required student to determine if they would build a new community along the banks of the Elizabeth River - impacting a family of otters. This unit provides opportunities for partnership with Elizabeth River Project.

***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	System-wide	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

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	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	3	Support from Board of Education	1
Curriculum Planning/Integration	2	Increased Curricular Alignment	1		

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of Norfolk Public Schools' environmental education program for our students occur at the elementary level. Grade three students are provided a problem-based learning unit that lasts the entire school year. Mastery of essential concepts are monitored, assessed, and recorded quarterly.
Strengths of EE for Teachers:	The strongest elements of Norfolk Public Schools' environmental education program for our teachers occurred at the high school level. As our teachers teach the expected written curriculum, students are exposed to environmental education -- with support that was provided by Old Dominion University.
Success Stories:	No additional information is available.
Challenges in EE:	The greatest challenges occur at the middle school level. Teachers find it difficult to provide MWEE opportunities in addition to ensuring mastery of essential knowledge and skills outlined by the standards of learning objectives.
Growth Opportunities:	Since students in our environmental science class are provided more opportunities to engage in meaningful watershed experiences, perhaps these students can serve as ambassadors for our environment. These students could work with their teachers to form club and encourage more holistic participation in MWEE.

Northampton County Public Schools: 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	Fully	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: **No evidence of MWEE in ES**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	None	8th grade	None

***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	None
Physics	None	English / Language Arts	Some	Other Req Course	None

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

Qualitative Self-Assessment

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

Northumberland County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	Some
Physics	None	English / Language Arts	None	Other Req Course	Some

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	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

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

Norton City Public Schools: ELIT Summary

Most Recent Data: 2017

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	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	2nd grade	System-wide	4th grade	System-wide
1st grade	System-wide	3rd grade	System-wide	5th grade	System-wide

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	System-wide

***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	

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	5	Community Partnerships	1	Outdoor Classrooms	3
Teacher PD	1	Sustainable Schools Technical Assistance	1	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:	

Nottoway County Public Schools: 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	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	2nd grade	None	4th grade	None
1st grade		3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Promotion of initiatives through modeling by school staff- High School has a recycling program through Environmental Science.
Strengths of EE for Teachers:	School checks by Energy Educator
Success Stories:	
Challenges in EE:	Resources to implement, encouraging staff to participate in PD
Growth Opportunities:	Allow additional PD close by, and incorporation of project based learning-

Orange County Public Schools: 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	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	2nd grade	4th grade	
1st grade	3rd grade	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Our schools partner with Friends of the Rappahannock for a 5th grade MWEE. Friends of the Rappahannock provides an in-class issue definition and an outdoor field experience at the Rappahannock River. Schools then complete their own action project and synthesis/conclusion. While the plan is in place for a complete MWEE for all 5th graders, some schools are still working towards steps 3 and 4.

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

6th grade	System-wide	7th grade	System-wide	8th grade	System-wide

***Describe System-wide MWEEs**:* Each middle school grade has a general focus 6th grade: Health of the Water: Living Systems 7th grade: Classification and Ecology 8th grade: Abiotic factors affecting an ecosystem Each grade has a MWEE that follows this focus. For these, we partner with Culpeper Soil and Water Conservation District, travel to Graves Mountain Lodge and Lake Anna, and investigate soil and water on the school grounds.

***Describe Isolated MWEEs**:*

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The best part of having a division-wide MWEE in ensuring that all students receive outdoor experiences that relate to our county and the Chesapeake Bay watershed. I have noticed an increased awareness of our watershed, and students bringing up watershed issues during subjects unrelated to the MWEE (for example, "We all live downstream").
Strengths of EE for Teachers:	Our partnerships with outside groups are the strongest elements for teachers and for the district. That support gives our teachers resources that we may not be able to provide on our own. Two strong partners that help with many grade-level bands are Friends of the Rappahannock and Culpeper Soil and Water Conservation District.
Success Stories:	
Challenges in EE:	The greatest challenges related to our environmental education program are time and funding.
Growth Opportunities:	We will continue to work on our elementary environmental education program as this is the weakest area for us. We also want to build on learning areas on the school grounds, such as outdoor learning spaces.

Page County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

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	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	7		

Qualitative Self-Assessment

Strengths of EE for Students:	
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	Funding, staff, time.
Growth Opportunities:	Currently exploring partnerships with local towns.

Patrick County Public Schools: 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	Fully

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	

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	7	Support from Board of Education	7
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:	

Pittsylvania County Public Schools: 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: **System-wide at the ES level**

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

***Describe System-wide MWEEs**:* 5th grade - All students participate in a MWEE activity at the STEM Academy. This year, students visited the Danville Science Center and conducted qualitative and quantitative experiments on the Dan River and the community's impact on it. Pollution and its effects on the watershed were also investigated.

***Describe Isolated MWEEs**:* K-plants a flower garden and maintains it throughout the year to assist with erosion at the school. 2nd grade- planted a butterfly garden on a runoff location to prevent erosion (Weathering and Erosion). 4th grade - (watersheds and pollution) - students removed litter from the school yard that could potentially pollute their water source. The litter is sorted and recycled.

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

6th grade	Some schools/classes	7th grade	System-wide	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* All 7th grade students visit the STEM Academy and study watersheds and the impact of pollution on water quality. Microscopic examinations were made of collected water samples including the identifications of microorganisms and macro organisms. The students used their results to determine the health of the watershed.5th grade - All students participate in a MWEE activity at the STEM Academy. This year, students visited the Danville Science Center and conducted qualitative and quantitative experiments on the Dan River and the community's impact on it. Pollution and its effects on the watershed were also investigated.

***Describe Isolated MWEEs**:* 6th grade - SOL 6.7 Watersheds - Students used a topographic model and applied"rain" observing water runoff identifying the locations of major bodies of water. Cooking oil was introduced to the watershed to demonstrate how it would end up in a larger bod

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

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

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	Don't Know		

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	7
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	We have not determined the strongest elements of our environmental education program.
Strengths of EE for Teachers:	We have not determined the strongest elements of our environmental education program
Success Stories:	
Challenges in EE:	As always. financial barriers are our greatest challenge and access to watersheds.
Growth Opportunities:	Continue to establish partnerships and create inexpensive outdoor experiences for our students

Poquoson City Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	

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	5	Sustainable Schools Technical Assistance	2	Support from Board of Education	2
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:	

Portsmouth City Public Schools: 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	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	System-wide

***Describe System-wide MWEEs**:* Alll grade 5 students attend a four-day, 20 hour, program focused on the watershed.

***Describe Isolated MWEEs**:*

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

6th grade		7th grade	Some schools/classes	8th grade	

***Describe System-wide MWEEs**:* Alll grade 5 students attend a four-day, 20 hour, program focused on the watershed.

***Describe Isolated MWEEs**:* Some grade 7 students participate in the Elizabeth river Project programs to include The Learning Barge, Paradise creek Nature Park, and Youth Resilience Clubs. Some students in grades 7 and 8 participate in four-day pullout programs know as Aquabase and

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	

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	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	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	5
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	Pre and post assessments in the elementary four-day pullout offer the most significant data. Students learn about oysters and their role in the health of the watershed.
Strengths of EE for Teachers:	Teachers of Earth science and biology have received training with the division curriculum for Environmental Science and Ecology. both courses were written to the state department's guidelines.
Success Stories:	
Challenges in EE:	Funds for substitutes and buses are challenges facing secondary.
Growth Opportunities:	Being able to extend the secondary programs to all students....establishing place-based, problem-based curricula....training teachers....

Powhatan County Public Schools: 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	Partially

Student Participation in MWEEs

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

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	None

***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

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	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	7
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:	

Prince Edward County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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	6
Teacher PD	6	Sustainable Schools Technical Assistance	6	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:	

Prince George County Public Schools: 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: **System-wide at the ES level**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade

***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		History / Social Studies	Some	Other Req Science	Some
Physics		English / Language Arts	None	Other Req Course	

Prince George County Public Schools: 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	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	4
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:	

Prince William County Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Green schools initiatives Local Parks and Rec have an outdoor program that can be utilized Service Authority (water) Utility provided no cost hands on activities for students

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* field experience for all 6th graders at local National Park or National Wildlife Refuge benthic macroinvertebrate study water chemical analysis nature journaling cooperative physical activities intro to action projects

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	providing education for teachers opportunities to initiate action projects Funding for enviro equipment
Strengths of EE for Teachers:	offered 30 hours of professional development in conjunction with community partners provide funding for equipment assessment- exit surveys
Success Stories:	
Challenges in EE:	emphasizing importance in an "environment" that focuses on SOL testing getting other subjects besides science involved parents/schools not supporting students going outdoors
Growth Opportunities:	a full time grant writer would be helpful

Pulaski County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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	
Teacher PD	7	Sustainable Schools Technical Assistance	7	Support from Board of Education	
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:	

Radford City Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

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

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

Qualitative Self-Assessment

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

Rappahannock County Public Schools: 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	Fully
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	2nd grade	None	4th grade	Some schools/classes
1st grade	None	3rd grade	None	5th grade	System-wide

***Describe System-wide MWEEs**:* 4th graders learn about watersheds in VA and 5th graders have a field trip to learn about macro-invertebrates, release Brooke Trout, chemical testing, and love of natural resources.

***Describe Isolated MWEEs**:* Field trip above is offered to 5th grade only at this time, but every grade takes a field trip to somewhere else (Shenandoah National Park, Theater, Luray Caverns, Luray Zoo, etc.)

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

6th grade	System-wide	7th grade		8th grade	

***Describe System-wide MWEEs**:* 4th graders learn about watersheds in VA and 5th graders have a field trip to learn about macro-invertebrates, release Brooke Trout, chemical testing, and love of natural resources.

***Describe Isolated MWEEs**:*

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

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

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	6	Community Partnerships	4	Outdoor Classrooms	2
Teacher PD	3	Sustainable Schools Technical Assistance	6	Support from Board of Education	1
Curriculum Planning/Integration	5	Increased Curricular Alignment	3		

Qualitative Self-Assessment

Strengths of EE for Students:	The hands- on activities such as studying macro-invertebrates, releasing trout, or teaching Elementary schools students about pollution using environscape tables are the most remembered activities based on student surveys.
Strengths of EE for Teachers:	Teachers see the most learning when students experience hands on activities that they are engaging.
Success Stories:	
Challenges in EE:	Time
Growth Opportunities:	Community contacts, funds used for supplies.

Richmond City Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	Some schools/classes

***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	None	English / Language Arts	None	Other Req Course	

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	7	Sustainable Schools Technical Assistance	5	Support from Board of Education	3
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:	

Richmond County Public Schools: 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	Fully
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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	System-wide	5th grade	None

***Describe System-wide MWEEs**:* All RCPS students in 3rd grade participate in a unit (supporting VA SOL 3.8a) including the Chesapeake Bay Watershed, culminating in a field trip to the Virginia Living Museum. During this unit students work in the outdoor classroom to further their understanding of water quality and soil issues.

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* All students in 6th grade participate in watershed projects conducted through partnerships with our local cooperative extension office (Watershed Ed-over a month), Northern Neck Soil and Water (teaches classes through out the year related to the CB watershed and water quality), and developing and monitoring our floating grasses through a partnership with Friends of the Rappahannock.All RCPS students in 3rd grade participate in a unit (supporting VA SOL 3.8a) including the Chesapeake Bay Watershed, culminating in a field trip to the Virginia Living Museum. During this unit students work in the outdoor classroom to further their understanding of water quality and soil issues.

***Describe Isolated MWEEs**:* 7th and 8th grade students periodically participate in programs developed by Friends of the Rappahannock related to our watershed and maintaining its quality.

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships with area agencies which are designed to support student instruction, and expand opportunities for authentic experiences. Student participation in field trips, projects (i.e. A River Runs Through Us) ,and the construction of Rain Gardens and floating water grasses support this.
Strengths of EE for Teachers:	Partnerships with area agencies which are designed to support our teachers' work with students in the area of MWEE. The number of individuals visiting our schools on a regular basis and co-teaching with our teachers support this, in addition to student products.
Success Stories:	
Challenges in EE:	We are a small, rural school division with very little central office staff. While we work well in this area, that is a result of time teachers and building leaders have spent cultivating relationships with other area agencies.
Growth Opportunities:	Expand partnerships for instruction to additional grade levels.

Roanoke City Public Schools: 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	Fully
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	2nd grade	None	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Fourth grade MWEE to local reservoir/park done in cooperation with local partners.

Middle School: System-wide at the MS level

6th grade	System-wide	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:* Sixth grade MWEE at local park or reservoir with community partners.

***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

Roanoke City Public Schools: 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	In Place		

Needs for Support

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

Funding	7	Community Partnerships	1	Outdoor Classrooms	5
Teacher PD	2	Sustainable Schools Technical Assistance	2	Support from Board of Education	1
Curriculum Planning/Integration	3	Increased Curricular Alignment	3		

Qualitative Self-Assessment

Strengths of EE for Students:	MWEE for grades 4, 6, and environmental science.
Strengths of EE for Teachers:	Offer Project Learning Tree, Project WET, Project WILD training.
Success Stories:	
Challenges in EE:	Cost of transportation
Growth Opportunities:	

Roanoke County Public Schools: 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	2nd grade	None	4th grade	Some schools/classes
1st grade	None	3rd grade	None	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* The Clean Valley Council and Western Virginia Water Authority provide MWEE's to teachers who sign up for programs.

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Some teachers at some schools have taken on MWEE projects if they have creeks on their campus.

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	n/a
Strengths of EE for Teachers:	n/a
Success Stories:	n/a
Challenges in EE:	I will be starting from scratch.
Growth Opportunities:	I've been working with operations to start recycling programs at our schools. Our teachers need PD in environmental education.

Rockbridge County Public Schools: 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: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	System-wide
Physics	Some	English / Language Arts	Some	Other Req Course	

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	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	5	Sustainable Schools Technical Assistance	5	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:	

Rockingham County Public Schools: 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	Some schools/classes	2nd grade	Some schools/classes	4th grade	System-wide
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:* We work with Soil and Water district, Friends of the North Fork, JMU, and others for watershed day experience for all fourth grade students

***Describe Isolated MWEEs**:* gardening and soil experiments. Shenandoah National Park Program

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	None

***Describe System-wide MWEEs**:* Students are investigating a problem in their watershed in the field and creating a presentation for the Pure Water ForumWe work with Soil and Water district, Friends of the North Fork, JMU, and others for watershed day experience for all fourth grade students

***Describe Isolated MWEEs**:* Peak at the Bay is a 7th grade program for one middle school. A 6 field trip experience to get to know their watershed and finish up with a CBF 3 day experience for 25 studnets.

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Student centered. PBAs are given to support and SOLs in 8th grade and Biology show progress
Strengths of EE for Teachers:	CBF Chesapeake Classrooms, Project Wet, and Project Learning Tree
Success Stories:	
Challenges in EE:	Money
Growth Opportunities:	A supportive Superintendent

Russell County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	

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	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	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:	Wetlands Estanoa provides a strong program for environmental education to some of our students. Students participate in the gathering of data related to this project.
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	Lack of resources and sites to engage students and staff in environmental education.
Growth Opportunities:	Wetlands Estanoa could potentially be expanded.

Salem City Public Schools: 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	None	2nd grade	None	4th grade	System-wide
1st grade	None	3rd grade	None	5th grade	Some schools/classes

***Describe System-wide MWEEs**:* 4th Grade: Fourth Grade studies Watersheds in Science. We learn about the environmental impact of pollution on Virginia's watersheds. We study the rivers that are part of the Chesapeake Bay Watershed Potomac, Rappahannock, York, and James). We also learn that the Roanoke River is part of the Albemarle Sound Watershed. An understanding of Virginia's mountains and topography helps students to understand how our watersheds are created. Fourth Grade takes a yearly field trip o Green Hill Park to study watersheds, pollution, environmental issues, and the health of local rivers. All 4th grade students in partnership with the Blue Ridge Land Conservancy go the the Roanoke River, the students collect data on the health of water. Students analyze the data they collect and present their findings to their classes.

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:* All sixth grade students have a field experience through Trout in the Classroom where students travel to the Roaring Run watershed and release trout raised from eggs. They also do a variety of activities before going and while there that may include but are not limited to a video scavenger hunt of features of a watershed, writing stories about what will happen to their fish when released, analyzing maps of a watershed, and a summary of human management of a watershed. In sixth grade we also do a variety of activities in the classroom including the Incredible Journey (water cycle activity based on the state of Virginia), coloring maps of Virginia watersheds, leaf pack activities where students identify macro-invertebrates found in Mason Creek. Stream erosion labs, and water quality testing in the aquarium used for TIC.4th Grade: Fourth Grade studies Watersheds in Science. We learn about the environmental impact of pollution on Virginia's watersheds. We study the rivers that are part of the Chesapeake Bay Watershed Potomac, Rappahannock, York, and James). We also learn that the Roanoke River is part of the Albemarle Sound Watershed. An understanding of Virginia's mountains and topography helps students to understand how our watersheds are created. Fourth Grade takes a yearly field trip o Green Hill Park to study watersheds, pollution, environmental issues, and the health of local rivers. All 4th grade students in partnership with the Blue Ridge Land Conservancy go the the Roanoke River, the students collect data on the health of water. Students analyze the data they collect and present their findings to their classes.

***Describe Isolated MWEEs**:*

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

Biology	None	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

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	Not In Place		

Needs for Support

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Community Partnerships and hands-on experiences during class.
Strengths of EE for Teachers:	Teacher participation in partnerships and experiences. Teacher feedback. We plan to work with Project Learning Tree this year to offer more PD.
Success Stories:	
Challenges in EE:	Funding Time Available PD Limited resources due to our small district size The number of initiatives and graduation requirements required
Growth Opportunities:	Partnership with Project Learning Tree Provide more PD for teachers involving watershed

Scott County Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	Some	History / Social Studies	System-wide	Other Req Science	Some
Physics	Some	English / Language Arts	System-wide	Other Req Course	Some

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	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	7	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
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:	

Shenandoah County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	None	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* We currently do watershed experiences throughout the division but they are not as comprehensive as a complete MWEE.

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

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	4
Teacher PD	6	Sustainable Schools Technical Assistance	4	Support from Board of Education	6
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:	The ability to have staff dedicated to this effort is one of our biggest hurdles. We currently do not have a Science curriculum coordinator.
Growth Opportunities:	Continue working with partners such as Friends of the North Fork to help provide resources and staff to offer opportunities.

Smyth County Public Schools: 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: **No evidence of MWEE in ES**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade		8th grade	

***Describe System-wide MWEEs**:* All sixth grade students meet in one location for the Watershed Field Day. Community partners are brought in to provide short sessions on various topics. Students also conduct projects within the classroom.

***Describe Isolated MWEEs**:*

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Community involvement with the students. Students are engaged during presentations and community members/organizations enjoy the opportunity to visit with students concerning our environment and how to protect it.
Strengths of EE for Teachers:	Community support, outdoor education opportunities, and student projects.
Success Stories:	
Challenges in EE:	There are no real barriers
Growth Opportunities:	We can expand the program to include other grade spans

Spotsylvania County Public Schools: 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	None	2nd grade	None	4th grade	System-wide
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:* Please inform students that Meaningful Day at Oakley Farms is 3,800 acres of managed forestry and cattle operation owned by the Beal's family. Think of a single acre as about the size of your soccer field. Oakley Farm uses new technology, and has a bio-fuel operation that uses diesel in many of their engines. At Meaningful Day, students will learn about Virginia products, forestry, wildlife, water and conservation practices they can use at home and school.

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade		8th grade

***Describe System-wide MWEEs**:* All 6th grade teachers are supported by Friends of the Rappahannock and Soil and Water Conservation to create a MWEE for all 6th grade students.Please inform students that Meaningful Day at Oakley Farms is 3,800 acres of managed forestry and cattle operation owned by the Beal's family. Think of a single acre as about the size of your soccer field. Oakley Farm uses new technology, and has a bio-fuel operation that uses diesel in many of their engines. At Meaningful Day, students will learn about Virginia products, forestry, wildlife, water and conservation practices they can use at home and school.

***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	None

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our educators already possess a vigorous knowledge of the environment and issues that affect our environment. Thus, our first and strongest element is the quality of our teachers and how they cover environmental concerns within the curriculum framework of the grade/subject they teach. Educators in 4th, 6th, and 9th grades have additional resources through a NOAA-funded, B-WET grant that is supporting full and systemic MWEE coverage. Through this grant, a local non-profit coordinates with teachers to bring hands-on activities, outdoor experiences, and action projects to all the students in the above-mentioned grades. Innovative, hands-on learning that deals with local waterways both invest and engage students to learn about the environment. With the grant funding, our students are doing hands-on learning with local issues. Teachers report that hands-on learning experiences engage students more than traditional classroom settings. Students that do not normally fully participate become engaged and attentive.
Strengths of EE for Teachers:	The NOAA-funded, B-WET grant that supports Spotsylvania's full and systemic MWEE coverage also provides professional development to teachers. This offers our teachers the venue to learn, share, and develop lesson plans and ideas for MWEEs which are a large part of our environmental education. Teachers report that they feel supported by our partner non-profit. They are learning new lessons they will inject into their current cadre of activities.
Success Stories:	One of our elementary educators who already had robust environmental lessons/activities in her 4th-grade class was encouraged by her non-profit MWEE partners to share her students' work as part of the Synthesis and Conclusion MWEE element. She had her students build watershed dioramas complete with "keep our watershed clean" slogans students had to devise on their own. They displayed these at their library and voted to choose one diorama that was presented at a school board meeting. This effectively shared the synthesized knowledge to a greater audience and demonstrated the effectiveness of their MWEE.
Challenges in EE:	Good programs require some influx in monetary support. Even previously procured equipment breaks down. Additionally, effective hands-on action projects require both monetary support and unique knowledge sets and tools. Example: Even if a group of teachers had the tools and money to buy native plants, they may not know how to install a native pollinator garden at their school.
Growth Opportunities:	Our current NOAA-funded, B-WET grant calls for the formation of a Sustainability Team across education levels (K-12) whose purpose is to codify the new lessons/activities and incorporate them into our existing curriculum frameworks. This will allow us to capture some of the specialized knowledge gleaned from the time we have with our non-profit partner.

Staunton City Public Schools: 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	Partially	Established community partnerships for EE delivery	Fully

Student Participation in MWEEs

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

Kindergarten	System-wide	2nd grade	System-wide	4th grade	System-wide
1st grade	System-wide	3rd grade	System-wide	5th grade	System-wide

***Describe System-wide MWEEs**:* Students have specific field experiences, action projects, and summaries, depending on the grade. As an example, 3rd grade students complete an Ecosystem Challenge where they determine an aspect of a terrestrial or aquatic ecosystem in their surrounding that could be improved. They visit nearby outdoor aquatic and terrestrial environments and do research that they record in a field journal throughout the year to help develop their final summary.

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	System-wide	8th grade	System-wide

***Describe System-wide MWEEs**:* We have a creek that runs through Staunton -- Lewis Creek, and this has been used in exploring much of the aquatic ecosystem. There is a greenhouse on site, and students have had access to this resource. Students have used their understandings from their science class to investigate real-world environmental problems and try to use technology in developing a solution.Students have specific field experiences, action projects, and summaries, depending on the grade. As an example, 3rd grade students complete an Ecosystem Challenge where they determine an aspect of a terrestrial or aquatic ecosystem in their surrounding that could be improved. They visit nearby outdoor aquatic and terrestrial environments and do research that they record in a field journal throughout the year to help develop their final summary.

***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	Some	Other Req Science	
Physics	System-wide	English / Language Arts	Some	Other Req Course	

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	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	5	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:	There is a vertical focus on environmental education that is evidenced from the course offerings and enrollment for students. For example, we have visual evidence of a schoolyard garden in the elementary and robust course offerings at the secondary level. We just added a "I Dig it!" course at the middle school and an "AP Environmental Science" course at the high school. We will soon be featuring this career progression in a video.
Strengths of EE for Teachers:	We have provided professional development opportunities for our teachers related to environmental education. We offer a "SCS University" each fall, spring, and summer that allows teachers to pursue continued focus in this area. We have also partnered with some key players, most specifically Mary Baldwin University, where we have provided in-depth course work and hands-on follow-up for teachers.
Success Stories:	
Challenges in EE:	
Growth Opportunities:	

Suffolk City Public Schools: 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	Partially	Established community partnerships for EE delivery	Fully

Student Participation in MWEEs

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

Kindergarten	None	2nd grade	System-wide	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:* Our division partners with the Peanut SWCD to conduct a "Farm Day" field trip for all 2nd grade students. During the field trip, the students rotate through several stations and learn about the environment, farming, and protecting the waterways.

***Describe Isolated MWEEs**:*

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

6th grade	7th grade	System-wide	8th grade

***Describe System-wide MWEEs**:* Our division partners with the Chesapeake Bay Foundation and Nansemond River Preservation Alliance (NRPA) to send students to the Bennett's Creek Park and Salt Marsh. During this trip, students collect data on water quality, discuss our city's connection to the watershed, and engage in other hands-on activities related to environmental literacy.Our division partners with the Peanut SWCD to conduct a "Farm Day" field trip for all 2nd grade students. During the field trip, the students rotate through several stations and learn about the environment, farming, and protecting the waterways.

***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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	I believe the 7th grade program involving the Chesapeake Bay Foundation and NRPA are the strongest elements of our environmental education program. A pre- and post- test is given to students before and after experiences, which support this claim. In addition, student and teacher feedback is positive regarding the program.
Strengths of EE for Teachers:	The NRPA classroom visits taught by NRPA volunteers models relevant, hands-on environmental instruction for teachers. Based on teacher feedback, I believe this is one of the strongest elements of our environmental program. In addition, teachers have had the opportunity to receive professional development from the Chesapeake Bay Foundatio n at a discounted rate.
Success Stories:	
Challenges in EE:	Funding and limited access to elementary teachers and students (due to the school day schedule).
Growth Opportunities:	1. Environmental education integrated within the curriculum PK-12. 2. A division-level vision for environmental education. 3. Instructional resources for teachers.

Surry County Public Schools: 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	2nd grade	4th grade	Some schools/classes
1st grade	3rd grade	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Fourth Grade Virginia Studies focus attention on the regions of Virginia and the sources of food and water within each region. As a part of 5th Grade Science, students learn about the local environment and the dependency on the James River watershed.

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

6th grade	7th grade	Some schools/classes	8th grade

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* As a part of 7th Grade Life Science, attention is given to biomes and life forms that grow in select areas.

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	None

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:	

Tazewell County Public Schools: 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	Fully	Established community partnerships for EE delivery	Fully

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* 3rd grade all students participate in Living Soils Week; 4th grade all students participate in Food and Fiber Fair; 5th grade all students participate in Water Wizard Programs are provide in Pre-K- 2nd grade as requested by teachers.

***Describe Isolated MWEEs**:* Plants and Plant Systems, Basic senses, soil health, living organisms, field studies, watershed education, wildlife education, forestry education erosion prevention education, health, karst topography, water use and conservation,

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* 6th grade tour du parc all 6th graders at GMS; 7th grade 150 students from TMS and RMS; 8th grade forestry camp3rd grade all students participate in Living Soils Week; 4th grade all students participate in Food and Fiber Fair; 5th grade all students participate in Water Wizard Programs are provide in Pre-K- 2nd grade as requested by teachers.

***Describe Isolated MWEEs**:* Plants and Plant Systems, Basic senses, soil health, living organisms, field studies, watershed education, wildlife education, forestry education erosion prevention education, health, karst topography, water use and conservation,

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

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

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	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:	Hands on Learning and the availability of partnering agencies expertise. Students retain information when they learn experimentally.
Strengths of EE for Teachers:	Project Curriculum, we provide hands on activities for the students that teachers may not have time or resources to present
Success Stories:	Inspiring youth into Environmental Education Careers Increase in SOL testing scores where students can learn and retain information through hands on activities
Challenges in EE:	Transportation funding for programs geographic isolation funding for materials, availability of professional presenters
Growth Opportunities:	There is always room for environmental education programs to grow. With additional funding and support from all agencies, we can work as a team to make the programs the BEST!

Virginia Beach City Public Schools: 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	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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Many schools partnered with Lynnhaven River Now to explore water quality and track wetland grasses. Some schools have partnered with Virginia Wesleyan University on the Downstream Collaborative Project tracking water quality at various sites throughout the city. In third grade, students design a community garden or improvement for an existing garden. They study soil quality, water conservation, erosion, deposition, and weather. In fourth grade, students investigate the issues of urban tree canopy and its effect on storm surge and water quality. All schools are offered the opportunity to participate in the OWN-ITT watershed competition, in which students study storm water runoff from their school sites, and the ability to sequester carbon dioxide.

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* While all grade level teachers have had training on MWEEs and they are embedded in the curricular units, teachers are not mandated to do them. Students in 6th grade investigate factors that affect water quality in a watershed/wetland. In 7th grade, studen

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	We have many opportunities for growth in this area. We are always looking for opportunities to expand equitable environmental experiences for schools to provide their students.
Strengths of EE for Teachers:	Teachers are provided professional development opportunities, as well as, have the opportunity to serve as their school's sustainable schools liaison. Teachers have our full support in planning and implementing environmental education opportunities, as well as, developing public-private partnerships.
Success Stories:	We are partnering with CBF to open a classroom at the Brock Center for students in grades 11-12 starting fall 2020: https://www.cbf.org/about-cbf/locations/virginia/facilities/brock-environmental-center/new-classroom-to-open-at-cbfs-brock-environmental-center.html https://southsidedaily.com/local-news/2019/08/01/virginia-beach-public-schools-will-be-offering-high-school-juniors-and-seniors-this-course/ OWN-ITT Watershed Competition: Great participation from schools and city council members attended and discussed how wonderful this was and is being implemented in the curriculum at a city council meeting. Downstream Collaborative: Partnership with Virginia Wesleyan to expand opportunities for all elementary schools students to engage in a MWEE experience around the city.
Challenges in EE:	Teacher willingness to take students outside, size of school division, and understanding of importance of environmental education by all school-based stakeholders.
Growth Opportunities:	We would like for all teachers in all disciplines to value the importance of environmental education in order to be willing to infuse concepts across the curriculum.

Warren County Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	Some schools/classes	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Andy Guest State Park field experience - rangers with watershed model

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	None

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	6
Curriculum Planning/Integration	6	Increased Curricular Alignment	5		

Qualitative Self-Assessment

Strengths of EE for Students:	We have a new staff member who champions Environmental literacy. We have a potential plan moving forward to establish her as a division leader in environmental education.
Strengths of EE for Teachers:	We have a new staff member who champions Environmental literacy. We have a potential plan moving forward to establish her as a division leader in environmental education.
Success Stories:	
Challenges in EE:	Having the human and other resources to establish, implement, and sustain a program.
Growth Opportunities:	We have a new staff member who champions Environmental literacy. We have a potential plan moving forward to establish her as a division leader in environmental education.

Washington County Public Schools: 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: **System-wide at the ES level**

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

***Describe System-wide MWEEs**:* All 3rd grade students participate in Conservation Camp, which is a full day sponsored by the Upper Tennessee River Roundtable. Students go to Sugar Hollow Park and rotate through stations regarding conservation, water quality and action research.

***Describe Isolated MWEEs**:* Through couse content, many of our grade levels are exposed to water conservation education. There are some grade levels who do not have a field experience associated with their instruction.

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

6th grade	System-wide	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:* All 6th grade students travel to a local dairy farm where they are exposed to many environmental issues, including water quality and analysis of a local stream.All 3rd grade students participate in Conservation Camp, which is a full day sponsored by the Upper Tennessee River Roundtable. Students go to Sugar Hollow Park and rotate through stations regarding conservation, water quality and action research.

***Describe Isolated MWEEs**:* All middle schools were provided with Vernier probe equipment last year to study environmental quality, such as air and water.

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	

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	4	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	5		

Qualitative Self-Assessment

Strengths of EE for Students:	I would say that our strongest environmental education program is the 3rd grade program and the 6th grade program where students are exposed to actual real world application field experience. We utilize our local extension agents, soil and water conservation experts and water quality to provide information to our students.
Strengths of EE for Teachers:	Science teachers were provided with updated Vernier probes and software and received training on how to best use these probes. Student use of these probes has been documented through lesson plans and updates on the Washington County Schools website.
Success Stories:	
Challenges in EE:	Additional professional development for teachers would be helpful in growing our environmental education program.
Growth Opportunities:	Opportunities to grow the environmental educaiton program exist through changes in curriculum offerings (all students will take Environmental Science as opposed to Earth Science) and a willingness of community partners to work with our students and teachers.

West Point Town Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* K = field trip to Virginia Living Museum with instruction on Keeping the Bay clean and litter free. Classroom discussions about animal habitats and wildlife specific to the region, particularly the Chesapeake. 1st = Earth Day Observance for all, for some projects and research on Earth Day 2nd = Conduct an experiment with sand, water and to show erosion and weathering. We do a few drops of water to show how only little bits of water changes the sand (weathering) and then another where we drop a lot of water and the sand disappears to show erosion. We tie in how downtown floods, glass island when we get storms the rivers come up and go in streets, yards etc and sometimes things stay the same when it recedes or it changes it because of it. 3rd = After learning about the water cycle, students write from the perspective of a drop of water falling on West Point, with the possibility of eventually reaching they Bay. 4th = Create a watershed model with pollutants added. Then they "spray wash" the pollutants down stream. Students evaluate the phrase, "We all live downstream." 5th = Integrating watersheds with social studies, the students learn the five rivers in our area.

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* 6th = Uses the Wetland Metaphors from Project WET where they draw the relationship among various household items (strainers, sponges, mixers, pillows, cribs, etc.) and the important functions of wetlands. They also create watersheds to show the impact fa

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

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

West Point Town Public Schools: 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	Not In Place		

Needs for Support

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our location is a key factor to the access for all students. We can continue to promote more environmental education across our entire division.
Strengths of EE for Teachers:	Division-wide support to seek additional resources and opportunities.
Success Stories:	
Challenges in EE:	Time. We still run a 7-period day, and scheduling sometimes tends to be a barrier.
Growth Opportunities:	Using the area around us and the expertise of those in our town to promote environmental education. Also, we just created an outdoor learning space.

Westmoreland County Public Schools: ELIT Summary

Most Recent Data: 2017

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	Partially	Established community partnerships for EE delivery	Fully

Student Participation in MWEEs

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

Kindergarten	2nd grade	4th grade	System-wide
1st grade	3rd grade	5th grade	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	System-wide	7th grade	8th grade

***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	
Chemistry	Some	History / Social Studies		Other Req Science	
Physics		English / Language Arts		Other Req Course	

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	6	Sustainable Schools Technical Assistance	6	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:	

Winchester City Public Schools: 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	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Offering Environmental Science to struggling rising 9th graders, AP Environmental for 11th / 12th graders, and Ecology for upperclassman.
Strengths of EE for Teachers:	Sending PD opportunities from nearby Blandy Farm. Allowing teachers to take students on walking field trips.
Success Stories:	
Challenges in EE:	Small school division with limited resources.
Growth Opportunities:	Everywhere in the division we have an opportunity to grow the environmental program.

Wise County Public Schools: 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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes

***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	

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	6	Outdoor Classrooms	5
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	3
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:	

Wythe County Public Schools: 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: **No evidence of MWEE in ES**

Kindergarten	None	2nd grade	None	4th grade	None
1st grade	None	3rd grade	None	5th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

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

6th grade	None	7th grade	None	8th grade	None

***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	None

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

Qualitative Self-Assessment

Strengths of EE for Students:	The key elements of environmental education are introduced to students in the required 9th grade Environmental Science class.
Strengths of EE for Teachers:	They have the opportunity to plan and grow environmental education and implement something that many of them wanted to do more of previously.
Success Stories:	
Challenges in EE:	Finding the resources and planning the implementation
Growth Opportunities:	Attend PD and learn more about the program.

York County Public Schools: 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	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	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Some schools partner with the county water works who provides them site based educational experiences for students. There is also a program where the elementary magnet students visit one of our high schools that have a greenhouse and create outdoor stations for the students on environmental topics.

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

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Some schools partner with James River Association, Virginia Living Museum, or VIMS for MWEE programs for all of their students. All middle school science departments have the scientific tools to conduct their own MWEE in the field and cohorts of teachers

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	

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

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of our program is the partnership with VA Cooperative Extension schoolyard habitats at each location that ensures our students have access to these valuable outdoor learning experiences. We have also build partnerships with environmental groups such as JRA to ensure our students have MWEEs.
Strengths of EE for Teachers:	The sustainability of the resources funded by the NOAA grant was ensured by providing the teachers the scientific tools needed to conduct their own environmental experiences for students. We also have the VA Cooperative Extension schoolyard habitat volunteers that collaborate with our teachers and support environmental education in all of our schools.
Success Stories:	
Challenges in EE:	The cost of some partners' programs and transportation issues (We are limited on amount of time due to pickup and drop offs).
Growth Opportunities:	Continue to build teacher capacity to conduct their own MWEEs with their students.