

# Virginia: 2024 ELIT

## Response Summaries from Individual Responding LEAs: Updated 03/2025

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*\*If a public school district is not on this list, it means they did not submit an ELIT response in 2024 or 2022.*

# Accomack County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: While each grade level participates in activities that meet some of the criteria, there are no programs that can be identified that meet each of the four criteria.

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: Several schools organize field trips and collaborative projects with the Nature Conservancy, VIMS, and the Eastern Shore Soil and Water Conservation.

**Accomack County Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Accomack County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	5	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Field Trips and Outdoor Learning are the strongest elements of ACPS environmental education program. Students move outside the classroom for field trips to local ecosystems, conservation areas, and/or individual school gardens. Activities like planting herbs/vegetables, conducting water quality tests, or observing wildlife help our students connect what they learn in class to the real-world. We are also continuing to build a strong collaborative approach to environmental issues with community projects, local sustainability initiatives, and guest speakers.
<b>Challenges in EE:</b>	Schools may struggle to allocate sufficient funds, especially when environmental education is seen as supplementary rather than core curriculum. Teacher knowledge of and preparation to teach environmental education and how to incorporate it into an already packed curriculum can be challenging.

# Albemarle County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** In grade 4 we partner with Thomas Jefferson Soil and Water and take our students to Camp Holiday Trails for their MWEE learning experience with expert volunteers. Each groups spends a full school day at the camp. In grade 2, we partner with Ivy Creek to

**Describe Isolated MWEEs:**

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:** In grade 6 we partner with Rivanna Conservation Alliance. Our students meet with volunteers at a local stream or lake to engage in MWEE learning experiences. This event is run by RCA in partnership with ACPS. In grade 7, we partner with Wildrock to get

**Describe Isolated MWEEs:**

## Albemarle County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	Some schools/classes
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Albemarle County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	5
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The community partnerships. Having these lessons taught by experts in the field allow our students greater exposure and increases opportunities for local mentorships with our students.
<b>Challenges in EE:</b>	Currently our division pays for the cost of these experiences. If we run out of this support, this will certainly be a challenge. We also have over 1000 students in each grade level and it takes multiple days of bringing the volunteers together.



# Alexandria City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** CBF Trainer (and Teacher) takes students on a nature walk to examine the impact of pollution on the local waterways. Field trip through SERC to Maryland shoreline to investigate the impact of land use and erosion on the Chesapeake Bay. New experience includes a field trip at Ben Brenman Park for all 7th grade students. Students learned about local pollution concerns in Alexandria and how they can affect our environment with activities led by ACPS partner organizations from Alexandria City: Stormwater Management, Office of Climate Action and Jerome "Buddie" Ford Nature Center. Students took part in a watershed walk, water quality testing and activities that explored the impact of invasive species as well as carbon and climate. The students also learned how the Ben Brenman Pond Stormwater Management Retrofit Project helps to filter pollutants out of the stormwater that enters the pond, serving to protect local waterways.

## Alexandria City Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>		
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None	
<b>History</b>		<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Oceanography - Field trip through SERC to Maryland shoreline to investigate the impact of land use and erosion on the Chesapeake Bay Ecology - Taylor Run Erosion experience in Ecology, Field trips through Alice Ferguson Foundation - bridging the watershed

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes APES		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Alexandria City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	5
PD/resources for field experiences	7	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	7
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	2
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Every school has a garden for students to learn in, we have many willing partners, we have access to great places to visit and experience environmental education programs. This could be measured by the actions that students take, HS will begin offering an environmental diploma seal, the number of students that complete an environmental-focused Science Fair project. View aligned standards and student test data
<b>Challenges in EE:</b>	Time, human resources, one challenge with implementing the MEWEEs is the number of students, funding for professional development, and time for teachers to attend (competing priorities.)

# Allegheny Highlands Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Cooperative Extension of Virginia Tech sends educator to elem schools to meet with students/teachers to demonstrate/display watershed objectives in conjunction with Science instruction.

**Describe Isolated MWEEs:**

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** Field trips to local state park and damn have occurred in the past.

## Allegheny Highlands Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Hands on activities such as trips to Chesapeake Bay with school community during summer. Literature pertaining to Chesapeake Bay region along with writing assignments about how to preserve our regional resources. Historical instruction about that region.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b>	Some schools/classes	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	Some schools/classes	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Alleghany Highlands Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	5
PD/resources for field experiences	4	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	4
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Hands on opportunities, community partnerships
<b>Challenges in EE:</b>	isolated region and distance

# Amelia County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Our elementary school partners with the Piedmont Soil and Water Conservation district to provide partial MWEEs in some grade levels and a full, system-wide MWEE in 4th grade.

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** Our middle school partners with the Piedmont Soil and Water Conservation district to provide partial MWEEs in 7th grade and a full, system-wide MWEE in 6th and 8th grade.

**Describe Isolated MWEEs:**

## Amelia County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Our high school partners with the Piedmont Soil and Water Conservation district to provide partial MWEEs in some grade levels and a full, system-wide MWEE in Environmental Science.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	



## Amelia County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	2
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Amherst County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** One existing effort that aligns with this description is the Trout in the Classroom program, which is typically offered to 4th and 5th-grade students. In this program, students raise trout from eggs to fingerlings in a classroom setting, allowing them to learn about aquatic ecosystems, water quality, and the life cycle of trout. The program culminates in a field trip where students release the trout into a local stream, providing a hands-on experience that ties directly into the science curriculum. Through this initiative, students gain a deeper understanding of environmental stewardship and the importance of maintaining healthy waterways.

**Middle School: At some schools/classes at MS level**

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

**Describe Isolated MWEEs:** Seventh graders at ACPS participated in a NOAA B-WET MWEE Grant project led by the James River Association (JRA). The project included in-class lessons where students explored the effects of sediment pollution on brook trout, focusing on factors like sediment loads, water temperature, dissolved oxygen levels, food chains, and macroinvertebrates. They also studied local efforts to reduce sediment from agricultural lands, such as livestock exclusion and riparian buffer restoration. Following the classroom instruction, students engaged in hands-on field experiences at the Upper James River Center in Lynchburg, VA. These activities, facilitated by JRA, included kayaking, using seine nets to collect macroinvertebrates, utilizing dichotomous keys, conducting biotic and abiotic water quality tests, and calculating a Water Quality Index score. Additionally, students examined food chains and food webs within the Upper James ecosystem, and investigated the habitat needs of brook trout, particularly their requirement for cold, oxygen-rich environments. To culminate the project, JRA collaborated with teachers to offer two community engagement options for students. The first option involved creating and recording a public service announcement (PSA). The second option was to design flyers or posters to present at a community event. Both options aimed to raise awareness in the community about local environmental issues identified during the project. This grant has now ended.

## Amherst County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>				<b>AP Math (any)</b>
<b>AP History (any)</b>				<b>AP English (any)</b>

## Amherst County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	4
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

**Strengths of EE for Students:**

One of the strongest elements of our environmental education program is our ability to leverage grants and partnerships to fund Meaningful Watershed Educational Experiences (MWEEs) for students. By capitalizing on previously established partnerships with organizations like the James River Association, we have been able to provide enriching, hands-on learning experiences that align with our educational goals, even when budget constraints might otherwise limit these opportunities. We have also consistently offered the Trout in the Classroom program for elementary students, which has become a key component of our curriculum. This program engages students directly with local ecosystems and helps them understand the life cycle and habitat needs of trout. The positive feedback from both students and teachers highlights the value and engagement these experiences bring. However, while this feedback is encouraging, we currently lack quantifiable data to show the direct impact of these experiences on our science outcomes. Moving forward, we are focusing on more explicitly aligning these MWEEs with specific Science Standards of Learning (SOLs). By doing so, we aim to strengthen the connection between these hands-on experiences and the curriculum, potentially enhancing student understanding and performance on SOL assessments. We are also exploring ways to collect structured data, such as pre- and post-assessments or longitudinal studies, to better understand the impact of these experiential learning opportunities on student achievement and engagement in science.

**Challenges in EE:**

One of the greatest challenges in implementing our environmental education program is finding resources that are both easily accessible and teacher-friendly. We need materials that can be seamlessly integrated into existing lesson plans across all grade levels “elementary, middle, and high school. Additionally, securing consistent funding for Meaningful Watershed Educational Experiences (MWEEs) is an ongoing issue. Much of our funding has historically come from grants, which can vary significantly from year to year. This inconsistency makes it difficult to plan and sustain long-term projects. Another significant challenge is the limited time teachers have to plan and develop intentional MWEE experiences. With the demands of daily instruction, teachers often lack the time needed to design and implement these valuable outdoor learning opportunities. Moreover, the current master schedules in our schools often do not allow for extended off-site experiences that are a key component of effective environmental education. Student attendance on school and division-provided trips, such as those with the James River Association (JRA), also presents a challenge. Although these trips are offered to all students, participation is often limited by the lack of returned permission slips, which prevents some students from taking advantage of these experiential learning opportunities. Weak Science Standards of Learning (SOL) scores add an additional layer of difficulty. With the focus on improving these scores, teachers may prioritize traditional test preparation over experiential learning, making it challenging to allocate time and resources for environmental education activities. Addressing these challenges requires a creative approach to daily instructional time, finding reliable funding sources, and balancing the need for improved science scores with the benefits of experiential, hands-on environmental education.

# Appomattox County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:* Partnership with the James River Association

*Describe Isolated MWEEs:* James River Association

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:* Partnership with James River Association

*Describe Isolated MWEEs:* James River Association

## Appomattox County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None
			<b>English / Language Arts</b>
			<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** James River Association

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	None
<b>Physics</b>	None	<b>Geography</b>	
<b>History</b>		<b>Economics</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	
			<b>English / Lang. Arts</b> None
			<b>Other Elective Course</b>
<b>AP Science (any)</b>			<b>AP Math (any)</b>
<b>AP History (any)</b>			<b>AP English (any)</b>

## Appomattox County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our teachers work closely with the James River Association, our local Cooperative Extension Service, and Holliday Lake State Park.
<b>Challenges in EE:</b>	Transportation, time, funding.

# Arlington County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** All students in grades 3 and 5 participate in the Outdoor Lab program, which includes MWEE lessons and activities. The 5th program also provides schools with an overnight option.

**Describe Isolated MWEEs:** All 40 schools/programs in Arlington Public Schools have Sustainability Liaisons that support outdoor education, including MWEEs. These Sustainability Liaisons participate in quarterly meetings/trainings to promote outdoor learning and sustainability practices, including gardening, water testing at local streams, installing rain barrels, composting, etc.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** All students in grade 7 participate in the Outdoor Lab program, which includes MWEE lessons and activities.

**Describe Isolated MWEEs:** Arlington Public Schools have Sustainability Liaisons at all 40 schools/programs to deliver sustainability education. In the middle school, there is a focus on activities that support learning about the watersheds, environmental stewardship, and energy/water conservation. In addition, some Sustainability Liaisons promote the participation in the Caring for Our Watersheds program.



## Arlington County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> Some schools/classes
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Biology students participate in the Outdoor Lab program, which includes MWEE lessons and activities.

**Describe Isolated MWEEs:** In addition to the Outdoor Lab program, Arlington also has Sustainability Liaisons at each school to deliver sustainability education and practices. Some of the activities include watersheds, environmental stewardship, and energy/water conservation. At the high school level, many of the projects are service related such as stream cleanup, school-wide composting, invasive species removal, advocacy at the local government level, etc.

### In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	Some schools/classes	<b>Other Elective Course</b>	
<b>AP Science (any)</b>	System-wide Biology and Environmental Science			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Arlington County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	4
Superintendent / central office support	7	Other: Instructional Time	7

“Other Need” written-in response (if any): Instructional Time

### Qualitative Self-Assessment

**Strengths of EE for Students:**

1. Student participation in the Outdoor Lab program. 2. Sustainability Liaisons at all 40 schools/programs to coordinate and lead environmental education programs. 3. Superintendent Advisory Committee on Sustainability (SACS) consisting of staff from the Department of Academics and Department of Facilities/Operations that lead and advocate for sustainability and environmental programs. Arlington Public Schools Stormwater Manager support MWEs. Parents and community members engagement and participation in SACS. The focus this year has been on gardening and outdoor learning. There is a partnership with the Master Gardeners group to support schools. 4. Partnerships with local environmental organizations/agencies such as EcoAction Arlington, Master Gardeners, Arlington County Nature Centers, etc. For example, Naturalists from Arlington Nature Centers have been visiting every elementary school to support environmental education. 5. Recent language added to district strategic plan to support sustainability. By 2030, APS will improve environmental sustainability and reduce its carbon footprint. One of the specific strategies is for the Dept. Academics and Facilities/Operations to strengthen APS curriculum around climate change and its impact.

**Challenges in EE:**

Staffing, resources, and instructional time.

# Augusta County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: Project WILD

## Augusta County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Augusta County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	5
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Bath County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Bath County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b> None	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b>
<b>Physics</b> None		<b>Geography</b> None	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> None			<b>AP Math (any)</b> None
<b>AP History (any)</b> None			<b>AP English (any)</b> None

## Bath County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	3	Other: funding for staff	7

“Other Need” written-in response (if any): funding for staff

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:



# Bedford County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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Describe System-wide MWEEs: All 7th graders attend JRA field trip (currently grant supported) to the James River.

Describe Isolated MWEEs:

## Bedford County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Environmental Science classes (AP and 9th grade regular) field trip experience with a partner to include macro collection, water quality testing, etc.

**Describe Isolated MWEEs:** Smith Mountain Lake Association- newly established partnership with nonprofit to provide field trip at the lake for all Environmental Science students. James River Association- current partnership to provide hands on field experiences, funding dependent.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	System-wide AP Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Bedford County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	2	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	5
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	1
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	1
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Developed partnerships and hands on experiences offered.
<b>Challenges in EE:</b>	Funding in order to provide meaningful experiences. Sustainability and consistency across all schools in a medium sized district.

# Bland County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Bland County Public Schools: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>	Some schools/classes	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Bland County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1  $\longleftrightarrow$  7 = high need

PD/resources for student action	Funding for programming / supplies
PD/resources for field experiences	Funding for transportation
PD/resources for schoolyard or community as outdoor learning space	Funding for PD
PD/resources for student-centered investigations	Interdisciplinary curriculum planning / standards alignment
Partnership with EE or other community providers	Instructional technology for outdoor investigations
Superintendent / central office support	Other:

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Botetourt County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We coordinate with the Blue Ridge Land Conservancy and also with Mountain Castles Soil and Water Conservation District. These organizations provide division level presentations at Camp Bethel about nature, land, and water conservation.

Middle School: System-wide at MS level

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

Describe Isolated MWEEs: We coordinate with the Blue Ridge Land Conservancy and also with Mountain Castles Soil and Water Conservation District. These organizations provide division level presentations about nature, land, and water conservation. In addition, our middle school students canoe and kayak in the local waters as a grade band.

## Botetourt County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b> Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Students complete classroom projects and labs within environmental science and biology courses.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	



## Botetourt County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	4
PD/resources for field experiences	4	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	3
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Community collaboration is the strongest elements of our environmental education program. These trips are effective due to the ability to continue to work with these partners year after year. They love coming back to present and our students and teachers look forward to these events each year.
<b>Challenges in EE:</b>	Time is the greatest challenge. Working around school needs and community needs always post challenges.

# Bristol City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Classroom Teacher

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We do not have any programs in place at this time.

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: One of the 7<sup>th</sup> grade teachers has a garden on school grounds that students tend.

## Bristol City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>		<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our 9th and 10th graders do an Ecosystem Walk around the school. Tenth graders do Evolution activities outside. Our 11th and 12th graders participate in the Mendota Hawk watch and maintain an outdoor garden.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b> None	<b>Earth / Env Science</b>
<b>Physics</b> None	<b>Geography</b> None	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b> None	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None
<b>AP History (any)</b> None		<b>AP English (any)</b> None

## Bristol City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	5
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	4
Superintendent / central office support	7	Other: Administrator approval	7

“Other Need” written-in response (if any): Administrator approval

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Teachers in the science classes are willing to conduct MWEEs but most need training. We know this is effective because more teachers are taking their students outside.
<b>Challenges in EE:</b>	We have very limited space at the schools and are limited on the fieldtrips we can take. We do not have anyone to construct a plan and do not have administrator buy in.

# Buchanan County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

**Buchanan County Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>		<b>Earth / Env. Science</b>
			Some schools/classes	Some schools/classes
<b>Physics</b>		<b>Geography</b>	Some schools/classes	<b>Civics / Government</b>
				Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>
<b>Physics</b>		<b>Geography</b>	Some schools/classes	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Buchanan County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support		Other: Qualified instructors	

“Other Need” written-in response (if any): Qualified instructors

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our schools work with the Department of Mines and Minerals, Conservation District, Department of Game and Inland Fishing, Elk Foundation, etc.
<b>Challenges in EE:</b>	Distance and time

# Buckingham County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Student do units that are in coordination with our Amplify literacy program and environmental science components.

**Describe Isolated MWEEs:** We are working with the local government with recycling and sustainability units in 5th grade. The kids are also visiting state parks and learning more about the water shed and its importance to the community.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** The students are involved actively in science classes grades 6-8. They have numerous units on environmental pieces.

**Describe Isolated MWEEs:** We have a number of partnerships with the community and visit state parks, watersheds, and discuss opportunities with 4H.



## Buckingham County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>	None	<b>English / Language Arts</b>	
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** In Buckingham County Public Schools (BCPS), environmental literacy is fostered through the integration of Meaningful Watershed Educational Experiences (MWEEs) across various grade levels, including high school. These experiences are designed to engage students in comprehensive environmental education by incorporating four key components: Issue Definition: Students identify and investigate local environmental issues, fostering critical thinking and problem-solving skills. Outdoor Field Experience: Hands-on learning activities are conducted in natural settings, allowing students to directly interact with their local environment. Synthesis and Conclusions: Students analyze data collected during their investigations to draw informed conclusions about environmental challenges. Environmental Action Project: Students develop and implement projects aimed at addressing the environmental issues they have studied, promoting active stewardship. At the high school level, BCPS offers elective courses in agricultural education, which are complemented by participation in the Future Farmers of America (FFA) program. While FFA is not a mandatory course for all students, it provides valuable opportunities for those interested in agriculture and environmental sciences to engage in MWEEs. Through FFA, students participate in activities such as environmental monitoring, conservation projects, and community outreach, aligning with the MWEE framework. BCPS collaborates with local organizations to enhance the effectiveness of MWEEs. For instance, the Peter Francisco Soil and Water Conservation District works with BCPS to provide watershed educational experiences for students. These partnerships facilitate outdoor field experiences and support environmental action projects, enriching the learning experience for students. PETER FRANCISCO S.W.C.D. By integrating MWEEs into the curriculum and offering programs like FFA, Buckingham County Public Schools aim to equip students with the knowledge and skills necessary to become informed and active stewards of the environment.

**Describe Isolated MWEEs:** Buckingham County Public Schools (BCPS) actively engages high school students in environmental education through various programs and partnerships. These initiatives aim to foster environmental literacy and stewardship among students. Future Farmers of America (FFA) Program At Buckingham County High School, students have the opportunity to participate in the FFA program, which complements agricultural education courses. While FFA is not a mandatory course for all students, it provides valuable experiences for those interested in agriculture and environmental sciences. Through FFA, students engage in activities such as environmental monitoring, conservation projects, and community outreach, aligning with the Meaningful Watershed Educational Experiences (MWEE) framework. BCP SCHOOLS Partnership with Peter Francisco Soil and Water Conservation District BCPS collaborates with the Peter Francisco Soil and Water Conservation District to enhance environmental education. This partnership provides students with opportunities to participate in watershed educational experiences, including outdoor field activities and environmental action projects. These experiences are designed to engage students in comprehensive environmental education by incorporating four key components: Issue Definition: Students identify and investigate local environmental issues, fostering critical thinking and problem-solving skills. Outdoor Field Experience: Hands-on learning activities are conducted in natural settings, allowing students to directly interact with their local environment. Synthesis and Conclusions: Students analyze data collected during their investigations to draw informed conclusions about environmental challenges. Environmental Action Project: Students develop and implement projects aimed at addressing the environmental issues they have studied, promoting active stewardship.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	Some schools/classes

## Buckingham County Public Schools: ELIT Summary (continued)

Literature	Health / Physical Education	Other Elective Course
AP Science (any)    None		AP Math (any)    None
AP History (any)    None		AP English (any)    None

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	5	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Integration of Meaningful Watershed Educational Experiences (MWEEs): Students are engaged in a structured, comprehensive environmental education framework. The MWEE program ensures that high school students experience issue definition, outdoor fieldwork, synthesis and conclusions, and environmental action projects. Teachers receive support and guidance to align MWEE components with Virginia standards of learning, ensuring program cohesion and relevance. Active Partnerships: Partnerships with the Peter Francisco Soil and Water Conservation District enhance field experiences and action projects. This collaboration ensures access to local expertise, funding opportunities, and enriched hands-on activities. Future Farmers of America (FFA): The FFA program integrates conservation projects into its activities, focusing on agriculture and environmental science. This program combines practical application with leadership development, enabling students to see real-world impacts. Teacher Professional Development: Teachers are provided with professional learning opportunities focused on integrating environmental literacy into their curricula, ensuring consistent and high-quality program delivery. Community and Student Engagement: Projects that involve real-world problem-solving and partnerships with local environmental organizations promote civic responsibility and hands-on learning, fostering both student and community investment.
<b>Challenges in EE:</b>	Resource Limitations: Funding Constraints: Limited budgets restrict the availability of high-quality materials, transportation for field experiences, and professional development opportunities for teachers. Technology Gaps: Access to the necessary tools for data collection and analysis during outdoor fieldwork may be limited, especially in a rural division. Teacher Training and Buy-In: Professional Development Needs: Teachers require ongoing training to effectively integrate environmental education and MWEE components into their curricula. This can be challenging due to time constraints and competing priorities. Varied Comfort Levels: Not all educators feel confident leading outdoor or science-based activities, especially if their expertise lies in other subject areas. Student Engagement: Disparities in Prior Knowledge: Students come with varying levels of exposure to environmental concepts, requiring differentiated approaches to ensure all students are effectively

## Buckingham County Public Schools: ELIT Summary (continued)

engaged. Relevance to Diverse Interests: Some students, especially those not pursuing agriculture or science-related pathways, may struggle to see the relevance of environmental education to their futures. Logistical Challenges: Transportation and Scheduling: Coordinating transportation for outdoor field experiences and finding time in already packed schedules to implement MWEE activities can be difficult. Weather Dependence: Outdoor experiences are susceptible to weather conditions, which can disrupt plans and require flexibility. Sustained Community Partnerships: Limited Local Resources: Being in a rural area, the pool of local environmental organizations and partners is smaller, which may limit the breadth and variety of support for the program. Maintaining Relationships: Long-term collaborations with external partners require consistent communication and shared goals, which can be resource-intensive. Curriculum Integration: Alignment with Standards: Ensuring environmental education activities align with state and national standards while meeting MWEE guidelines can be complex. Competing Academic Priorities: Teachers often prioritize core subjects that are heavily tested, making it challenging to integrate environmental literacy seamlessly. Assessment and Accountability: Measuring Impact: Tracking the long-term effectiveness of environmental education programs, such as changes in student attitudes or community impact, can be difficult without robust assessment tools. Data Collection: Collecting and analyzing student performance data from MWEEs to demonstrate program efficacy requires time and resources.

# Buena Vista City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Buena Vista City Public Schools: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b> Some schools/classes	<b>Chemistry</b> Some schools/classes	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b> Some schools/classes	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> Some schools/classes	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

## Buena Vista City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	6
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Campbell County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Grade 4 focus on watershed education led by 4H Educator at each school.

**Describe Isolated MWEEs:** Elementary schools also participate in environmental education field trips to Holiday Lake in Appomattox and Camp Kum Ba Yah.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:** In grade 6, the 4H Holiday Lake educator provides students with classroom instruction on watersheds and students design a model of the watershed. In grades 7, students visit Holiday Lake 4H Center and participate in outdoor education focused on watersh

**Describe Isolated MWEEs:** Grade 6 - 4H (in class visit) on watersheds Grade 7 - Field trip to Holiday Lake with 4H partners and other agencies

## Campbell County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Environmental Science course includes field trip with the James River Association focused on watershed. Lynchburg water resources also provides a visit to the classroom to teach students about the urban water cycle. AP Environmental students participate in a longer paddle focused on ecosystems and watersheds with the James River Association.

**Describe Isolated MWEEs:** Our partners include 4H, James River Association and Lynchburg Water Resources. I am attaching a link to a document that previews some of the experiences the students participate in.

<https://docs.google.com/document/d/1tuh1HBIGizNLEF4F1t5h3GE9np6MNwSk-kKqX7Mwt34/edit?usp=sharing>

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> System-wide AP Environmental		<b>AP Math (any)</b>
<b>AP History (any)</b>		<b>AP English (any)</b>



**Campbell County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	5
PD/resources for field experiences	7	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	7
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

<b>Strengths of EE for Students:</b>	We embed the experiences into our curriculum. The students and teachers love our programs. Some students have pursued environmental science as a career path because of these experiences.
<b>Challenges in EE:</b>	Funding

# Caroline County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We are having MWEE experiences at grades 4,5,6, and 9th but we have not completed an action project yet .  
5th Grade- field experience searching for macros, WQT camp Hanover, 4th Grade- PBA AG Day

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs: We are having MWEE experiences at grades 4,5,6, and 9th but we have not completed an action project yet .  
6th Grade field experience, WQT and Macros

## Caroline County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b> None		<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b> None		<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b> None		<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 9th Grade field trip turned into field experience last year. Students attended stations about environmental careers, forest health, wildlife ID, ID wetland plants, and archeology. Partnerships with Fort Walker, Friends of the Rappahannock, Department of Forestry, Soil and Water Conservation, DWR, and 4- H extension office

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b> None	<b>Algebra 2</b>	<b>Geometry</b>	
<b>Biology</b>	<b>Chemistry</b> None	<b>Earth / Env Science</b>	None
<b>Physics</b> None	<b>Geography</b>	<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>	
<b>AP Science (any)</b> None		<b>AP Math (any)</b>	None
<b>AP History (any)</b> None		<b>AP English (any)</b>	None

## Caroline County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	3	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	7
Superintendent / central office support	1	Other: Partners for donations	

“Other Need” written-in response (if any): Partners for donations

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Partnerships with community Agriculture classes and CTE Onsite MWEE Embedded activities in curriculum
<b>Challenges in EE:</b>	Teacher efficacy Time and Money to train teachers Time in the curriculum Funding to keep up the gardens Volunteers

# Carroll County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:

**Carroll County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Carroll County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	7
PD/resources for field experiences	3	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	7
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We teach courses as outlined by the VA DOE's standards of learning and curriculum framework.
<b>Challenges in EE:</b>	Time, money, student interest, teacher qualifications. This would be a priority issue. Given all the priorities that are mandated to VA public schools for which we are held accountable, it would be difficult, in any scenario, to make this a priority.

# Charles City County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:



**Charles City County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Charles City County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	4
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	2
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

community partnerships

# Charlotte County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We currently collaborate with the local Soil and Water Conservation program in Charlotte County. The staff offers programming during school, after school, and summer school for our students.

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: Same as for elementary students.

## Charlotte County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Charlotte County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	1
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our local conservation department provides programming for students in PK-12 upon request. They also facilitate field experiences for students.
<b>Challenges in EE:</b>	Being a rural school division our access to a variety of resources is limited.

# Charlottesville City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** All 4th-grade students participate in a MWEE program (Camp Albemarle).

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Collaborating with Thomas Jefferson Soil and Water Conservation to expand meaningful watershed educational experiences (MWEEs) for 7th-grade students.

**Describe Isolated MWEEs:** We plan to offer every 6th-grade student an immersive canoe field experience through the Chesapeake Bay Foundation.

## Charlottesville City Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b> None	<b>Algebra 2</b> None	<b>Geometry</b> None
<b>Biology</b> None	<b>Chemistry</b> None	<b>Earth / Env. Science</b> None
<b>Physics</b>	<b>Geography</b> None	<b>Civics / Government</b> None
<b>History</b> None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>	<b>Health / Physical Education</b> None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b> None
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b> None	<b>Geography</b> None	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b> None	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None
<b>AP History (any)</b> None		<b>AP English (any)</b> None

## Charlottesville City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	1	Funding for PD	7
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	3
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

**Strengths of EE for Students:** Positive student and teacher feedback.

**Challenges in EE:** Planning and cost



# Chesapeake City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

**Preparedness Level: Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** A project-based assessment unit is embedded in the fourth-grade curriculum containing all the requirements of a MWEE. The unit was developed in partnership and with support from The Elizabeth River Project and NOAA. The unit begins with students inferring

**Describe Isolated MWEEs:** Required stewardship projects are embedded within our K-5 curriculum. Students in kindergarten create and implement solutions to reduce human impact on the land, air, water, and/or the environment. Each class's solution is unique as the students choose which area to focus on and what their solutions will be. In first grade, our students develop and implement plans to conserve resources. Some classes focus on recycling and others on reducing erosion. In second grade students learn about weathering and erosion and the impact they have on land surfaces. Students design, construct, test, and retest models that withstand the effects of erosion and weathering. Students also investigate the effect plants have on reducing erosion caused by wind and water. In third grade, students create, implement, and analyze data from experiments on water conservation and soil erosion. Students also have a problem-based assessment focusing on threats to the sea turtle populations. They work in small groups to create a plan or a device to reduce threats to the species. In fifth grade, students survey the school grounds to create and implement a plan to reduce erosion and weathering. They analyze data to determine the success of their plan

**Middle School: At some schools/classes at MS level**

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

**Describe Isolated MWEEs:** Picking up trash on and around campus, building and maintaining pollinator gardens around campus, maintaining bird feeders, exploring and investigating native local plant and insect species; exploring various ecosystems around campus and identifying the processes (chemical and physical) that support energy transfer, water cycle, and populations of species within the ecosystem. Grown & transplanted marsh grasses. Take samples of on-site pond water and conduct water quality testing (nitrates, bacteria, etc.); take an outdoor walk of our mini wetlands (identify wetland plants, identify examples of erosion and pollution concerns, and compare to a natural watershed). Also, identify differences between chemical and physical weathering examples.

## Chesapeake City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Catch the King Tide - annual event Clean the Bay Day Clean the Beach Day (joint with Va Aquarium) Growing (at school) and transplanting (at Back Bay) wild celery (aquatic grass) - grant-funded Collaborative research effort with Christopher Newport University - Atlantic White Cedars and the effect of sea level rise on their growth Planting native trees, planting native pollinator plants in the courtyard, doing campus trash cleanups

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>
<b>AP Science (any)</b>				<b>AP Math (any)</b>
<b>AP History (any)</b>				<b>AP English (any)</b>

## Chesapeake City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	2	Funding for programming / supplies	4
PD/resources for field experiences	3	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	1
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	1
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	1
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The school district fully supports the implementation of environmental education including providing project materials and ongoing professional development. Site visits, videos, and pictures of student involvement support effectiveness. Many schools and students are highlighted during the Chesapeake Environmental Improvement Council's annual celebration of volunteers.
<b>Challenges in EE:</b>	In elementary, finding time to fully implement the MWEE and stewardship projects within a busy school day. In secondary, focus on instruction for success on SOL tests.

# Chesterfield County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** We have third graders (in their performance assessment) implement a plan to reduce in erosion in their schoolyard. Fourth graders partner with the James River Association, Chesterfield Parks and Rec, Maymont Park and Pocahontas State Park to experience a

**Describe Isolated MWEEs:** Title 4 funds are used to partner with local parks to provide an opportunity for grade 4 students and teachers. Professional development on environmental science topics, in class lessons and field experiences at local parks.

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** We partner with the JRA to provide MWEE experiences.

## Chesterfield County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We partner with JRA to provide schools with outdoor experiences.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP environmental		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Chesterfield County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Through the utilization of community partners, we provide resources and professional development, our state standards are well-aligned, and feedback from teachers have shown it is effective.
<b>Challenges in EE:</b>	Time, money (e.g. transportation), fidelity of implementation

# Clarke County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** CCPS received a NOAA B-WET grant in 2018. With this funding through the 2021-2022 school year, CCPS (in partnership with Blandy Experimental Farm) develops students' 21st Century Skills via engagement in MWEE watershed system investigations that require

**Describe Isolated MWEEs:** None

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** With this funding through the 2021-2022 school year, CCPS (in partnership with Blandy Experimental Farm) develops students' 21st Century Skills via engagement in MWEE watershed system investigations that require problem-solving, collaboration, creativity,

**Describe Isolated MWEEs:** None

## Clarke County Public Schools: ELIT Summary (continued)

### High School: No evidence of MWEE in grade band In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
Biology None	Chemistry	Earth / Env. Science
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
History	Economics	English / Language Arts
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** With this funding through the 2021-2022 school year, CCPS (in partnership with Blandy Experimental Farm) develops students' 21st Century Skills via engagement in MWEE watershed system investigations that require problem-solving, collaboration, creativity, critical thinking, and communication. Students make explicit connections between watershed resources and human use and the impacts on those resources. Students engage in vertically-scaffolded systems thinking to understand Earth's interconnected systems at each grade level and apply this knowledge in problem-solving projects focused on locally-relevant environmental issues. Students identify, plan, and implement a MWEE action project. Activities were implemented across the curriculum in the Fisheries and Wildlife Management class. The primary focus is creating and maintaining a healthy habitat for fish and wildlife. Raising and releasing Brook Trout into a local stream is the culminating activity. Our partners include Burwell-Morgan Mill and Trout Unlimited.

**Describe Isolated MWEEs:** None

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b> None	<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b> None	<b>Earth / Env Science</b> None
<b>Physics</b> None	<b>Geography</b>	<b>Civics / Gov't</b> None
<b>History</b> None	<b>Economics</b> None	<b>English / Lang. Arts</b> None
<b>Literature</b> None	<b>Health / Physical Education</b> None	<b>Other Elective Course</b> System-wide Fisheries and Wildlife Management
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	



## Clarke County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	2
PD/resources for field experiences	2	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	1
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	4
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	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 evaluators. 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.
<b>Challenges in EE:</b>	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. Sustaining the MWEEs after the NOAA B-WET grant ends.

## Colonial Beach Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education Executive Director of Instruction and Professional Learning

### Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared (4-8)**

Implementation of specific elements:

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

### Student Participation in MWEEs

Elementary School: **No evidence of MWEE in grade band**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: **No evidence of MWEE in grade band**

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

Describe Isolated MWEEs:

## Colonial Beach Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	None
<b>Physics</b>		<b>Geography</b>	None
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None
		<b>Earth / Env. Science</b>	Some schools/classes
		<b>Civics / Government</b>	None
		<b>English / Language Arts</b>	None
		<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	
<b>Physics</b>	None	<b>Geography</b>	None
<b>History</b>		<b>Economics</b>	
<b>Literature</b>		<b>Health / Physical Education</b>	
		<b>Earth / Env Science</b>	
		<b>Civics / Gov't</b>	
		<b>English / Lang. Arts</b>	
		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Colonial Beach Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	4	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	5
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	6
Superintendent / central office support	5	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Colonial Heights City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe Isolated MWEEs:

## Colonial Heights City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b> Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

## Colonial Heights City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	3
PD/resources for field experiences	7	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	3
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Culpeper County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** MWEE expectations are in place for 4th grade and are included in the pacing. The MWEE program involves the study of the rivers that run into the Chesapeake Bay. Information about how their school/community contributes to run-off that feeds the tributarie

**Describe Isolated MWEEs:** Friends of the Rappahannock and Culpeper Water and Soil Conservation Office offer activities, demonstrations, field trips and in class instruction that relate to grade level SOL and MWEE education. Field trips focused on MWEE content are offered by the Friends of the Rappahannock to students in K-12.

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** MWEE expectations are in place in 6th grade. Culpeper Water and Soil supports the schools with MWEE expectations. Students learn about tributaries, run off and the watershed. Students study their local environment and work on determining what can be do

**Describe Isolated MWEEs:** Friends of the Rappahannock offer field trip experiences that are open to middle school classes. Culpeper Water and Soil has a middle school program where they are willing to come in teacher lessons, arrange an outdoor experience and help teachers with the MWEE.



## Culpeper County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** 9th grade Environmental Science has a built in MWEE expectation. Teachers lead their own MWEE with the support of the Friends of the Rappahannock. In partnership with Friends of the Rappahannock, many of our students were able to do watershed explorations including water testing, macroinvertebrate identification and land-use contributions. Some groups looked at water from local tributaries and conducted a macroinvertebrates study resulting in students designing a filter. Others studied the environment contributing to the Chesapeake Bay watershed and looked at water samples which resulted in a litter clean-up effort.

**Describe Isolated MWEEs:** Friends of the Rappahannock conducted a MWEE secondary science teacher field trip as part of professional development in collaboration with the Culpeper Science Curriculum Specialist. Friends of the Rappahannock offers field trip opportunities. Field trips focused on MWEE content are offered by the Friends of the Rappahannock to students in K-12.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP Environmental and Ecology		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Culpeper County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	2	Funding for programming / supplies	5
PD/resources for field experiences	2	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	3
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	4
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	<p>Connection to the local agencies to support MWEE education. Increased participation in MWEE related instruction or field trips of grade levels outside the grade levels where it is specifically assigned. Teacher professional development on MWEE implementation with support from Friends of the Rappahannock. PD opportunities for staff - Secondary science staff attended hands-on MWEE professional development and feedback was very positive. 4th grade teachers, 6th grade teachers and select high school science teachers participated in MWEE professional development 2 years ago. As a result the teachers have become more independent in leading their students through MWEE resulting in more diverse students environmental action projects.</p>
<b>Challenges in EE:</b>	<p>Scheduling of field trips at the secondary level are challenging to arrange as students miss time in other required classes. To help with this, we have increased our efforts to look for local and close-by locations for outdoor field experiences.</p>

## Cumberland County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

### Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

*Implementation of specific elements:*

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

### Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The elementary works with the local partner to do science days and works to provide educational opportunities at our local state park for water quality. In addition, 4th grade participated in a MWEE experience with 4H and state park. 5th grade the students discussed was to conserve water, and human and environmental interactions. In addition, the 5th graders did a walking tour looking for pooled water and impacts of erosion.

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

<b>6<sup>th</sup> grade</b>	System-wide	<b>7<sup>th</sup> grade</b>	Some schools/classes	<b>8<sup>th</sup> grade</b>	Some schools/classes
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**Describe System-wide MWEEs:** Sixth grade students participate in an off-campus trip on MWEE and to prepare in class they discuss watersheds, did a save the bay project. They have also had guest speakers to the class on the topic where they made watershed models, looked at water qual

**Describe Isolated MWEEs:** 7th grade does a variety of activities in class that relate to human impact on climate and environmental change. During the chemistry unit, 8th grade students talk about water quality, test several different water sources (pond, seawater, faucet, drinking fountain) and review the actives from 6th grade.

## Cumberland County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Discussion around Virginia and US watersheds and the impact of the James River on the Chesapeake Bay. Information is also provided on the Chesapeake Bay (history, of the health, conservations, and invasive species). Students also research invasive species and the impact they have and share with their peers. Students also create a conservation group that will benefit the Chesapeake Bay. Another topic is the importance of an Estuary, other states that impact it and how it can negatively damage the Chesapeake Bay and how it can impact oceans. Discussion around the impacts of nitrogen-enriched fertilizers on the Chesapeake Bay with a focus on how they contribute to algal blooms and eutrophication. In addition, discussion is also around oxygen depletion and harm to aquatic life in the bay from the process. They also cover how humans affect the environment and will do a lab on watershed pollution.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Cumberland County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	3	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	4
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Hands on experiences at the local state park, because it helps students make the real-world connection and it is relevant to them since it is in the county where they live. We have outstanding partnerships with Bear Creek State Park, 4H and Peter Francsico Watershed
<b>Challenges in EE:</b>	Finding ways to provide hands on experiences that build due to our location and resources.

# Danville City Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** We utilized the VA SOL Curriculum Frameworks to select hands-on experiences. We use STEMscopes for K-8 science. Kindergarten: K.9ABC Weather & Patterns in Nature; 1st: 1.8ABC Earth's Resources; 2nd: 2.5A Interdependency; 3rd: 3.8ABC Influences on Ecosystem

**Describe Isolated MWEEs:** The Danville Science Center offers Riverside Science for students to learn more about our local ecosystem and watershed directly from the Dan River. Including this partnership is a part of our future plans.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** 6th: 6.6DE Influences of Water on Land & Climate; 6.9ABDF Energy Use; 7th: (not required but available) LS.8ABC/9A Environmental Changes. We use STEMscopes & our list of required labs for the district.

**Describe Isolated MWEEs:** The Virginia Museum of Natural History offers outreach programs such as "We're all in a Watershed" and "Historical Climate Change."

## Danville City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b> None

**Describe System-wide MWEEs:** Biology is a part of our required lab initiative. Environmental Science and APES have built in performance tasks that meet MWEE requirements.

**Describe Isolated MWEEs:** One of our high schools has a student managed outdoor garden.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>	
<b>Biology</b>	<b>Chemistry</b> None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b> None	<b>Geography</b>	<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Danville City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other: We would like to utilize environmental learning progressions from K-12 to implement sound environmental instruction throughout our curricula.	7

**“Other Need” written-in response (if any):** We would like to utilize environmental learning progressions from K-12 to implement sound environmental instruction throughout our curricula.

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Investment from teachers and leaders to implement environmental practices within the classroom and our school environments.
<b>Challenges in EE:</b>	We need more focused training to better prepare teachers.



# Dinwiddie County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

**Describe Isolated MWEEs:** With new statewide literacy initiatives and mandates, we have not completely unpacked MWEE activities as we should. More professional development and exposure to exemplars are needed for full implementation.

Middle School: No evidence of MWEE in grade band

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

**Describe Isolated MWEEs:** With new statewide literacy initiatives and mandates, we have not completely unpacked MWEE activities as we should. More professional development and exposure to exemplars are needed for full implementation. Additionally, there is a completely new science staff at the middle school level. As a result, training efforts have to begin at square one each year.

## Dinwiddie County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b> None	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Specific lessons are built into biology and environmental science classes.

**Describe Isolated MWEEs:** These efforts are currently being analyzed and planned at a surface level with plans to move toward full implementation within the next two years.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> Some schools/classes	<b>Earth / Env Science</b>
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None	
<b>AP History (any)</b> None		<b>AP English (any)</b> None	

## Dinwiddie County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	3
PD/resources for field experiences	7	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	3
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	3
Superintendent / central office support	7	Other:	1

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Currently, there are no elements that are considered as being strong due to insufficient data.
<b>Challenges in EE:</b>	Personnel, resources, and other state required initiatives/mandates that call for extensive focus on specific content areas in isolation.

# Essex County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: 5th Grade- Water Quality, Weathering and Erosion, Reduce Reuse and Recycle

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: 6th Grade- Watersheds, water quality 7th Grade- Watershed Ecosystems 8th Grade- Water Quality and properties

## Essex County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** Biology- native species vs invasive species Environmental Science- litter and recycling

**Describe Isolated MWEEs:** We will be reaching out to additional community partners and expanding action opportunities

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Essex County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	6
PD/resources for field experiences	3	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	2
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	6
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We have established outdoor field experiences in 6 grades (5-10). We have established community partners. We have included environmental education information in pacing guides.
<b>Challenges in EE:</b>	Time, teacher turnover, teacher training

# Fairfax County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Collaborative efforts continue between Science curriculum team and Get2Green environmental stewardship team to improve EE in schools.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** In Grade 7, students participate in a full MWEE as part of the centrally-developed curriculum. Students visit a local stream to collect data on environmental factors such as water quality, biodiversity, land features, and native plants. Students use the d

**Describe Isolated MWEEs:**

## Fairfax County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None
			<b>English / Language Arts</b>
			<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	None
<b>Physics</b>	None	<b>Geography</b>	None
<b>History</b>		<b>Economics</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None
			<b>English / Lang. Arts</b>
			<b>Other Elective Course</b>
<b>AP Science (any)</b>	Some schools/classes Biology, Env Sci		<b>AP Math (any)</b>
<b>AP History (any)</b>	None		<b>AP English (any)</b> None



## Fairfax County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	6
PD/resources for field experiences	4	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	5
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	<p>Get2Green focuses on student-centered action for environmental stewardship. We provide professional development around outdoor learning to prepare teachers to take students outdoors and integrate environmental topics into their content areas. In our partnership with the National Wildlife Federation, we have 147 schools registered as Eco-Schools, with 18 schools earning a green flag award through Eco-Schools USA program. Get2Green has engaged over 100 teachers and administrators in environmental education professional development offerings over the past year. Feedback from teachers is positive and teachers who participate use the best practices learned in their classrooms.</p>
<b>Challenges in EE:</b>	<p>Get2Green's greatest challenges are funding and staffing to establish and maintain outdoor learning spaces. Time for teachers to implement environmental education is challenging because EE is not explicit in programs of study. Competing priorities at the school level can negatively impact the support for 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.)</p>

# Falls Church City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Classroom Teacher

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 5th grade completes an Exhibition project where they can choose sustainability lens.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** 6th grade - Watersheds Unit, research problems and develop potential solutions including a PSA.

**Describe Isolated MWEEs:** 7th grade -biomimicry project; students choose an animal, research their biome, learn about the niche they fall into, then go to the zoo to see some of the animals. Then they create a biomimicry project using one of their animal's adaptations. 8th grade -students participate in the Community Service Project. One of the category options includes Sustainability and Environment and they can choose to help/support a sustainability project.

## Falls Church City Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** No system-wide MWEE. Students taking environmental science. (mostly 9th graders) have the opportunity to go on environmental field trips such as a boat excursion on the Potomac River to learn more about the watersheds. In some Biology classes, they complete a project on ecological succession in the context of real world natural disasters. Also working on a structured debate around human industrial endeavors (fracking, logging, and industrial farming) vs. environmental health. In IB Environmental Systems and Societies (ESS), students are required to complete an individual scientific investigation that could include field work and making syntheses and conclusion about an environmental topic.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes IB Environmental Systems and Societies		<b>AP Math (any)</b>		None
<b>AP History (any)</b>	None		<b>AP English (any)</b>		None

## Falls Church City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	2
PD/resources for field experiences	5	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	2
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	1
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our strongest element is our 6th grade watershed unit. We know this is effective because students are able to talk about the different aspects that can effect the quality of watershed, complete water testing, and can make suggestions on how to improve the quality of the Chesapeake Bay.
<b>Challenges in EE:</b>	There are a lot of requirements to meet between SOLs, IB, and graduation. People believe it is important work, but its hard to manage with all other expectations.

# Fauquier County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

**Describe Isolated MWEEs:** We work with the Clifton Institute, John Marshall Soil & Water Conservation District, the Oak Springs Foundation, Friends of the Rappahannock, and Goose Creek Association. These organizations provide full and partial MWEEs through classroom visits and field trips. These experiences include learning and supporting wildlife and native plants, water testing, reducing human impact, tree plantings, and more.

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** We also work with the Clifton Institute, John Marshall Soil & Water Conservation District, the Oak Springs Foundation, Friends of the Rappahannock, and Goose Creek Association at this level, but not nearly as much as at the elementary level. 6th and 7th grade are the most aligned to these activities, so are much more likely to take advantage of our relationship with these groups. 6th grade typically really digs into watershed conservation content even if an outside organization isn't involved directly.

## Fauquier County Public Schools: ELIT Summary (continued)

### High School: At some schools/classes required at HS level In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Most of our Biology classes and all of our Ecology/Environmental courses include MWEEs that may or may not include our local partners.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b> None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide AP Environmental	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Fauquier County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	6
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	2
Superintendent / central office support	6	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Most of our schools are located on or near woods, streams, and conservation areas. Our community partners use this to help students relate to the importance of watershed conservation.
<b>Challenges in EE:</b>	Class time is the biggest challenge. Science time is limited at the elementary level, and MWEEs can be time consuming. Teachers work hard to cover standards, and feel the pressure to keep moving and that doesn't always lend itself to going into depth on environmental concepts that aren't explicitly listed.

# Floyd County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:



## Floyd County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None
			<b>English / Language Arts</b>
			<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	None
<b>Physics</b>		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>English / Lang. Arts</b>
			<b>Other Elective Course</b>
<b>AP Science (any)</b>			<b>AP Math (any)</b>
<b>AP History (any)</b>			<b>AP English (any)</b>

## Floyd County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	5
Superintendent / central office support	5	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Fluvanna County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** 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.

**Describe Isolated MWEEs:** 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. 3rd grade and 5th grade students participate in watershed lessons and a field trip to Maymont Park to participate in hands on watershed/wetlands exploration. 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.

Middle School:

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

**Describe Isolated MWEEs:** 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 watersheds.

## Fluvanna County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b> System-wide	<b>Chemistry</b> System-wide	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Activities within coursework and partnership with local 4H for monitoring water quality and effects on environment.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b> None	<b>Geography</b>	<b>Civics / Gov't</b> None
<b>History</b> None	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

## Fluvanna County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	3
PD/resources for field experiences	2	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	3
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	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. Professional development offerings to staff to grow their knowledge in environmental education (i.e. AP Environmental training at George Mason, Envirothon training)
<b>Challenges in EE:</b>	Budgetary - staffing - lack of a science coordinator dedicated to integrating and facilitating the environmental education program across the curriculum.

# Franklin City Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

**Describe Isolated MWEEs:** FCPS is beginning to incorporate the scientific and engineering principles as presented in the 2018 Science Standards. Additionally, we have reached out to the WHRO STEM van to support us in bringing these experiences to our students.

Middle School: No evidence of MWEE in grade band

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

**Describe Isolated MWEEs:** FCPS is beginning to incorporate the scientific and engineering principles as presented in the 2018 Science Standards. Additionally, we have reached out to the WHRO STEM van to support us in bringing these experiences to our students.

## Franklin City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>		
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** FCPS is encouraging teachers to participate in the professional learning opportunities offered by the Chesapeake Bay Foundation. Additionally, FCPS is beginning to incorporate the scientific and engineering principles as presented in the 2018 Science Standards. Additionally, we have reached out to the WHRO STEM van to support us in bringing these experiences to our students.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Franklin City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	3
PD/resources for field experiences	6	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	3
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	4
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	FCPS is working to strengthen these opportunities for our students.
<b>Challenges in EE:</b>	FCPS is working to incorporate EE experiences for students that align with the state standards.



# Franklin County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our Day in the Woods Program for 3rd grade students goal is to immerse students in anything outdoors, environmental, community, conservation .... You name it. The design is that of a round robin event, with stations and activities suited for 7-9 year olds. Most stations last about 20 minutes and most classes are able to visit approximately eight to ten stations. We have an idea of what we'd like for everyone to offer such as hands on activities, games, etc.

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** Students in 6th and 7th grade are involved in a meaningful watershed experience that occurs during the spring of the year. This involves students exploring a pond near the school, looking at the habitat and beautifying the area. Students in the 8th grade

**Describe Isolated MWEEs:**

## Franklin County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>
<b>Physics</b> Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b> None	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b> None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b> Some schools/classes		<b>AP Math (any)</b> None	
<b>AP History (any)</b> None		<b>AP English (any)</b> None	

## Franklin County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	4
Superintendent / central office support	5	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest elements are the teachers and their enthusiasm and desire to implement/integrate environmental education into the curriculum.
<b>Challenges in EE:</b>	We lack financial resources to expose all students to some of the activities being conducted in a few classes division wide.

# Frederick County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** All teachers and students in grade 4 participate in field experiences at Blandy Experimental Farms and on school campuses. These visits include professional learning for teachers and support the essential elements of Meaningful Watershed Educational Experiences.

**Describe Isolated MWEEs:** Orchard View Elementary has been recognized as a National Beta School of Merit and National Beta School of Distinction for its involvement in this educational youth organization that strives to serve and lead its community. As a part of the organization's tenants, students must earn service hours, many of which focus on environmental support and service.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** 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. Additionally, 6th grade students participate in a MWEE focused field trip to the Mu

**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. Additionally, some students participate in a summer academy program that is centered around the Sustainable Development Goals where students explore human impact on water and changes that humans can make to improve water quality.

## Frederick County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	None
			<b>Other Required Course</b>

**Describe System-wide MWEEs:** In Environmental Science, students participate in a unit where students test water quality on their school campus, explore impacts on the local watershed and research global water scarcity and water quality concerns. Students present their findings to their class.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	System-wide AP Environmental Science			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Frederick County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	2	Funding for programming / supplies	7
PD/resources for field experiences	4	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	7
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Elementary “ our partnership with Blandy Experimental Farms has been crucial to successfully implementing and sustaining our MWEE program. Feedback from teachers, students, and families indicates an increased awareness of environmental issues, and evidence from action projects supports this. Secondary - our partnership with Museum of the Shenandoah Valley has allowed us to successfully implement and sustain our MWEE program at the middle school level. Feedback from teachers, students and families demonstrate increased awareness of issues impacting the environmental and local watershed. At the high school level, feedback from teachers and students indicate that their action project related to water scarcity and quality have enhanced understanding and awareness of global environmental issues.
<b>Challenges in EE:</b>	Two of the challenges related to sustaining our program are time and funding. The instructional department works closely with teachers to determine the time and resources needed to implement the MWEE fully. The pacing of activities is included in our curriculum document as are the needed resources. Funding for transportation to community-based sites continues to be a concern as most grants do not include this cost within their parameters.

# Fredericksburg City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education Director of Assessment and Accountability

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: The elementary schools go on fieldtrips to Ferry Farm and outdoor field experiences with Friends of the Rappahannock, but it is not officially classified as MWEE. The elementary schools and the preschool also have outdoor gardens, and our science standards include MWEE type requirements.

Middle School: System-wide at MS level

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

Describe Isolated MWEEs: The science teachers teach the science curriculum that has MWEE elements.

## Fredericksburg City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Most students take environmental science in which the entire MWEE experience is taught. (Those who don't take environmental science take Earth Science.)

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None



## Fredericksburg City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	2
PD/resources for field experiences	1	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	1	Funding for PD	2
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Significant district level support has allowed us to successfully complete an action project.
<b>Challenges in EE:</b>	-planning time -money when the grant funds end -time to implement the project at the lower grades and the space in the curriculum to teach it with all the other requirements

# Galax City Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: **Unprepared (0-3)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

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

Describe Isolated MWEEs:

## Galax City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>System-wide</b>
		<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	System-wide	<b>Algebra 2</b>	System-wide	<b>Geometry</b>	
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	System-wide	<b>Geography</b>		<b>Civics / Gov't</b>	System-wide
<b>History</b>	System-wide	<b>Economics</b>	System-wide	<b>English / Lang. Arts</b>	System-wide
<b>Literature</b>	System-wide	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

**Galax City Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	6
PD/resources for field experiences	6	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	6
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	6
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

<b>Strengths of EE for Students:</b>	
<b>Challenges in EE:</b>	

# Gloucester County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** Over the past several years 7th grade students in the division have had the opportunity to go on MWEEs to VIMS, the Dragon Run to kayak and explore the watershed/ecosystem, and on a CBF boat trip on the Lyndhaven River. The students unable to attend these can participate in outreach programs. VIMS educators have come to share a fish adaptation/morphology lab and master naturalists and a local waterman come in with macroinvertebrates, do an insect bioblitz, and bring in species from the bay. There have also been opportunities for students to go to Port Isobel.

**Gloucester County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Gloucester County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	5
PD/resources for field experiences	7	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	5
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	5
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest elements of the environmental education program are the community partnerships. There are opportunities for local organizations such as 4H, Virginia Living Museum, and VIMS to come in and teacher students as well as field trip opportunities to Machicomoco Park and the Dragon Run.
<b>Challenges in EE:</b>	Challenges to implementing a strong and cohesive program include inconsistent division science leadership and a lack of structured opportunities for collaboration between schools.

# Gochland County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** We have a partnership with Gochland Outdoors where students in our 5th and 6th grades participate in outdoor experiences 3 times a year. This is a partnership that ALL schools participate in. In addition, our students visit Westfield three times a year t

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Similar to the comment before. Our 5th and 6th grade students participate in a field experience supported by Gochland Outdoors where they visit Westview.

**Describe Isolated MWEEs:**



## Goochland County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>	Some schools/classes

**Describe System-wide MWEEs:** Biology and Environmental Science are offered to all students. All students participate in Biology and we try to include field experiences when possible in these courses.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Goochland County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	5	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our Goochland Outdoors program and partnership with Westview is something we are currently building. This year, we are going to bring our high school environmental science students into the fold to support with the 5th/6th grade program.
<b>Challenges in EE:</b>	The high demand of testing and covering content in some of the universally required courses.

# Grayson County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Grayson County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None	
<b>History</b>	Some schools/classes	<b>Economics</b>	Some schools/classes	<b>English / Language Arts</b>	Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Grayson County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	5
Superintendent / central office support	6	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Greene County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Fourth Grade takes a National Park field trip each year for outdoor field experience.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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Describe System-wide MWEEs: Watershed unit in collaboration with Culpeper Soil and Water

Describe Isolated MWEEs:

## Greene County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Environmental Science Water Quality Unit

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	System-wide AP Environmental Science			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

**Greene County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	6
PD/resources for field experiences		Funding for transportation	
PD/resources for schoolyard or community as outdoor learning space		Funding for PD	6
PD/resources for student-centered investigations		Interdisciplinary curriculum planning / standards alignment	
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	
Superintendent / central office support		Other: time	6

“Other Need” written-in response (if any): time

**Qualitative Self-Assessment**

Strengths of EE for Students:

Challenges in EE:



# Greenville County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** The 3rd grade teachers collaborate with the local 4-H and other organizations for the students to complete hands-on exploration.

**Describe Isolated MWEEs:**

Middle School: No evidence of MWEE in grade band

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

**Describe Isolated MWEEs:**

**Greenville County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b> None
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	None		<b>AP Math (any)</b> None	
<b>AP History (any)</b>	None		<b>AP English (any)</b> None	

## Greenville County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Bringing in external agencies to support our students learning OR taking them out to existing sites in the community if applicable.
<b>Challenges in EE:</b>	Manpower both at the division level and with the staffing in the schools training and resources are limited Limited class time Focus on mastery of SOL based classes

# Halifax County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Halifax County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None
			<b>English / Language Arts</b>
			<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Please indicate which of the following are required high school courses (i.e., every student must take the course in order to graduate). This section does NOT allow one to select more than one item. We require: Biology, Earth/Environmental Science, US History, Algebra I, or Math(s), Health/PE, and a form of Economics to graduate from high school.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	None
<b>Physics</b>	None	<b>Geography</b>	<b>Earth / Env Science</b>
<b>History</b>		<b>Economics</b>	<b>Civics / Gov't</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>English / Lang. Arts</b> None
			<b>Other Elective Course</b> None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b> None
<b>AP History (any)</b>	None		<b>AP English (any)</b> None

## Halifax County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	4	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	4
Superintendent / central office support	4	Other:	4

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Teacher creativity. Effectiveness measured by student scores on standardized tests and teacher observation/evaluations.
<b>Challenges in EE:</b>	Obtaining good teachers.

# Hampton City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** All 5th-grade students explore the watershed regarding water quality and saving the watershed through curriculum content and partnerships with JRA.

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade		8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** 6th grade curriculum in the watershed unit with program partnership with Mariner's Museum "Buggin Out in the Bay" & 8th grade as an SOL enrichment and remediation plan reviewing water quality with JRA.

**Describe Isolated MWEEs:**

## Hampton City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b> System-wide
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b> None	<b>English / Lang. Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None	
<b>AP History (any)</b> None		<b>AP English (any)</b> None	



## Hampton City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	5	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	5	Other:	6

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Hanover County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** 3rd Grade Ag Day Agriculture is the largest private industry in Virginia! For over 30 years, every 3rd grader in Hanover County does a half-day field trip to Ag Day to explore a wide range of agriculture. The event allows students to discover the origin

**Describe Isolated MWEEs:** Several grades do trips with JRA and CBF via local school and PTA funding. Most 4th grade classes go to Jamestown for VA Studies. Stronger cross-curricular connections to be made to watershed and settlement location with freshwater and natural resources (forests, fisheries, wildlife) need to be made.

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** All 6th graders do a local site MWEE event. Most 6-8 students take the Env. Sci semester elective at some point in their MS career.

## Hanover County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>		
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Since every HS student must take Biology and most take Earth Science, specific lab/field experiences have been developed and built into the division pacing.

**Describe Isolated MWEEs:** Ecology, Oceanography and AP Env. Sci have integrated labs and fieldwork, but not every student takes these courses. As possible, ALL HS science classes are encouraged to do at least 1 field-based lab experiment to connect to ecosystems-level implications (e.g. soil/water chemistry and soil redox in Chemistry; environmental pollutants in Chem or Anatomy & Physiology; impacts of environmental variables in physics).

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	System-wide Env. Sci		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Hanover County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	3	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	5
Superintendent / central office support	5	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Most schools have a nearby body of water for access without requiring a fieldtrip. Most secondary schools have a mesocosm to do onsite studies. <a href="https://docs.google.com/presentation/d/1EH_swlv29r_LVVTg5V7HGijRdyDBlop0UKzN8Bu1ALQ/edit?usp=drive_link">https://docs.google.com/presentation/d/1EH_swlv29r_LVVTg5V7HGijRdyDBlop0UKzN8Bu1ALQ/edit?usp=drive_link</a>
<b>Challenges in EE:</b>	Too many standards in the available time. Learning is wide and shallow. Little time to do deep dives and truly explore and engage in understanding.

# Harrisonburg City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** 3rd grade: Schools have the choice between two performance assessments related to the environment and one is related to water quality and watersheds. Students visit their local body of water and determine the type and frequency of the pollutants and then

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** In the 6th grade, all students participate in several days of hands-on learning around water quality testing within the science classroom prior to the field experience. Students then use these skills in the field with our partner agencies to conduct water

**Describe Isolated MWEEs:**

## Harrisonburg City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our Governor's STEM Academy freshmen take STEM Biology and are offered a 3-day CBF Education Field Experience at one of the CBF stations in the Chesapeake Bay. We typically have 48 students that attend each year. Our AP Environmental Science class also offers a 3-day CBF Education Field Experience at one of the CBF stations in the Chesapeake Bay to the students. We use the CBF staff and Bay stations. The Governor's STEM Academy has a one week Summer STEM event annually for 25-30 students camping at a National or State Park which includes watershed educational experiences. Our resources include Park staff, Education Office and Rangers, local college professors and community resource persons. We have focused on the flora and fauna, geology, caves, water and air quality and always include service learning. All 9th grade Environmental Science students are involved in studying the Harrisonburg City watershed. Blacks Run is a stream whose origin is within the City limits and exits into the County. Students research the history of Blacks Run, its importance to early inhabitants and its decline in quality as Harrisonburg was developed. Through water testing and voluntary participation in the annual Blacks Run Clean Up Day, students get real time data on how the water quality has changed over time and its current status.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b>
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science		<b>AP Math (any)</b> None
<b>AP History (any)</b>	None		<b>AP English (any)</b> None

## Harrisonburg City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	4	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	1
Superintendent / central office support	7	Other: Bus drivers so that using school buses would be possible	7

“Other Need” written-in response (if any): Bus drivers so that using school buses would be possible

### Qualitative Self-Assessment

**Strengths of EE for Students:**

Having students immerse themselves in the Chesapeake Bay at one of the CBF stations. Students have this opportunity their freshmen and junior year. Classroom instruction is tied into these experiences both before and after the experience. At graduation, seniors will typically state that their visit to the Chesapeake Bay was the highlight of their four years in high school. In a senior level Biotechnology Applications class students regularly visit local farms, talking with farmers about soil health and eutrophication of ground water while sampling soil from a variety of crop fields. A variety of farming techniques are discussed learning of the care farmers have for their soil. The soil samples are used for a variety of research opportunities (metabarcoding bacteria present in samples of soil, isolating Bradyrhizobium from nodules on soybean roots comparing a variety of genes). In 2023-24, these students sampled Harrisonburg City's Water supply from the top of the Shenandoah Mountains into Harrisonburg, through farming fields, at a poultry processing plant and at a stream that runs through the city metabarcoding the 35S gene of each sample to determine what bacteria was present and its abundance at each location. Students analyzed the nearby features, soil types and environmental factors with each sample seeing the impact of farming practices, industry discharge and city pollutants impact. For our 9th graders, researching the history of Harrisonburg's water supply and conducting water testing opens their eyes to how development can change a watershed and have an impact upon water quality.

**Challenges in EE:**

The need to teach standards tested on the SOL test, transportation of students off school property and willingness of instructors to engage with field experiences.

# Henrico County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEES

Elementary School: System-wide at ES level

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

**Describe System-wide MWEES:** 47/47 schools reported environmental programming for 4th grade. This occurred through a central office managed MWEES where students explore the James River and Presquile National Wildlife Refuge with the James River Association. Topics included natural res

**Describe Isolated MWEES:** 14/47 schools reported some environmental programming for 2nd grade. This occurred through school-based programming, primarily on the topics of gardening, erosion and habitats. 17/47 schools reported some environmental programming for 3rd grade. This occurred through school-based programming, primarily on the topics of soil conservation, gardening, and ecosystems. 21/47 schools reported environmental programming for 5th grade. This occurred through school-based programming, primarily on the topics of recycling, waste management, and energy conservation.

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEES:** 10/14 schools reported some environmental programming for 6th grade. This occurred mostly through school-based programming, primarily on the topics of water quality, watersheds and wetlands. 7/14 schools reported some environmental programming for 7th grade. This occurred mostly through school-based programming, primarily on the topic stream ecology. 5/14 schools reported some environmental programming for 8th grade. This occurred mostly through school-based programming, primarily on the topics of wetland ecology, watershed habitats and invasive species.



## Henrico County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None
			<b>English / Language Arts</b>
			<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 7/11 schools reported some environmental programming for Biology. This occurred mostly through school-based programming, primarily on the topic wetlands, watersheds, and ecology. 6/11 schools reported some environmental programming for Environmental Science. This occurred mostly through school-based programming, primarily on the topics of water cycle, biogeochemical cycles and weather.

### In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	Some schools/classes AP Environmental	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Henrico County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	4
Superintendent / central office support	3	Other:	2

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	<p>HCPS schools have a strong emphasis on hands-on environmental education, including field trips such as the James River Experience, canoe trips, and visits to wildlife refuges, where students engage with real-world data collection and watershed studies. Students participate in activities like gardening, composting, and recycling, with programs supported by community grants and partnerships like Fit4Kids. These activities foster environmental stewardship and help students connect classroom learning to real-world applications.</p>
<b>Challenges in EE:</b>	<p>The main challenges for implementing hands-on environmental education programs include a lack of time, resources, and alignment with required curriculum pacing. Teachers face difficulties balancing standardized testing demands with real-world learning experiences. Resource constraints, such as limited funding, access to field trips, and diminished support from community partners, exacerbate these issues. Additionally, teacher turnover and instability hinder consistent implementation. There is a need for more planning time, professional learning, and resources to ensure these programs can be effectively integrated across all grade levels.</p>

# Hopewell City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Our fourth grade partners with the James River Association for a field experience each year. Details are as follows: Station 1 "Pontoon Boat Program run by JRA Educators and JRA boat captain/educator Students will be introduced to the natural world an

**Describe Isolated MWEEs:** Fourth graders at one elementary school worked one quarter on a "Clean Up Campaign." This involved The James River Association and American Water Company. Students completed cleanup tasks at differnt parts of the river and in our city river parks. They read about the poltuion, used filters, etc. They completed a public presentation to partners of their expereinces and a formal presentation to the School Board. This project needs to be expanded to further develop and communicat sustainability efforts.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:** All 7th Grade Middle School Students at Carter G. Woodson participate in a MWEE. Students go on a field trip to Presquile National Wildlife Refuge, which is an Island on the James River. This field trip is part of a partnership with the James River Associ

**Describe Isolated MWEEs:** Our middle schoolers (any interested students in grades 6-8) have an excellent opportunity to further explore the health of the James River and the Appomattox River during a summer or fall intercession (enrichment classes). We need to work on securing a community partner.

## Hopewell City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	Algebra 2	Geometry
Biology System-wide	Chemistry	Earth / Env. Science System-wide
Physics	Geography	Civics / Government
History	Economics	English / Language Arts
Literature	Health / Physical Education	Other Required Course

**Describe System-wide MWEEs:** The majority of 9th Grade students at Hopewell High School who are enrolled in environmental science participate in a MWEE based field trip and in class activities with assistance from the James River Association. During the in class visit, we have guest speakers from the JRA who come in and talk to our students about the State of The James report for the James River as well as all of the contributing factors that are studied in order to create this report. During the field trip portion of these activities, students visit the James River National Wildlife Refuge where they take water quality samples and paddle in canoes to see different parts of the river with guides. Water Quality Samples- During the water quality station, students pulled water from the James River and tested for dissolved oxygen, temperature, turbidity, and nitrates. Paddling on the River - Students were able to discuss wildlife and make observations on the water of a wetland and understand the role wetlands play in the Virginia watershed systems. Nature Walk -Students were given local species nature guide pamphlets and were encouraged to find and identify species along the walk. They also stopped at an overlook and had a brief lesson/discussion on the history and benefits of wetlands. Students enrolled in a Biology course at Hopewell High School had the opportunity to participate in a MWEE based field trip and in class activities in conjunction with the James River Association. During the in class activity, students were studying Mussels and their impact on the James River. During the field trip portion, students were taken to the James River Association research facility to explore mussels' life cycle and their filtration abilities in the river. Mussel Life Cycles Students explored the life cycle of mussels while discovering reproductive strategies they employ to survive. Station 1 The male mussel releases sperm into the water. The female mussel collects sperm and begins fertilization. The simulation included a fish tank with sand that represented water and beads to represent sperm. The students used a shifter to collect and filter out the beads (sperm). Station 2 The female mussel attracts host fish to attach the mature larva (glochidia) to the host. There was a video showing how the female mussels attract the host fish as well as models of glochidia. Station 3 Glochidia has transformed into juvenile mussels, and they are released from the host. This station included clips (glochidia) for students to attach host fish (duster). Station 4 Juveniles burrow in the sediment until they mature into adults. This station included real mussel shells and a ruler so students could measure the length and width of an adult mussel. \* At each station students created illustrations of their observations. \* At the end of the circuit, students summarized what they observed at each station. Mussel Filtration Experiment Students explored how mussels contribute to the health of aquatic ecosystems through filtration. The students set up two tanks with two different water samples: one for the control group and one for the experimental group. Mussels were added only to the experimental tank. After two hours, the students compared the two samples by testing the turbidity of both water samples using a turbidity tube. \*Students tested the turbidity before the mussels were added and 2 hours after the mussels were added and documented their results. Abiotic Testing Station Students tested the James River's water quality (oxygen levels, turbidity, salt levels, pH, and temperature) using standard water science testing equipment. Students explored the State of the James, a bi-annual health report card for the river, and identified how the water quality affects the health and population of freshwater mussels. Mussel Review Game Students navigated their way through the four life stages of a mussel and reviewed factors that can help or hinder the survival of an individual through a series of high-energy games.

**Describe Isolated MWEEs:** When planning for summer, fall or spring intersession courses (enrichment weeks), our goal is to combine core content areas and focus on a river-centered MWEE. There are community partners available such as Friends of the Lower Appomattox River. Planning for Summer and/or Fall 2025 occurs in January/February. We also need to expand the experiences of the ninth and tenth graders to include more public awareness. We can strengthen this MWEE next year by adding a stronger city-wide campaign for river health awareness.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	Geometry
Biology	Chemistry	Earth / Env Science

## Hopewell City Public Schools: ELIT Summary (continued)

Physics	Geography	Civics / Gov't
History	Economics	English / Lang. Arts
Literature	Health / Physical Education	Other Elective Course
AP Science (any)	AP Math (any)	
AP History (any)	AP English (any)	

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	6
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Student experiences most often result in public presentations of learning. Improving literacy through MWEEs becomes an important goal for us, so elements of literacy are embedded in the presentations. The student exhibitions are well attended and celebrated as students successfully convey what they have learned through the MWEE.
<b>Challenges in EE:</b>	At a division level, MWEEs are valued; so, we are confident that we will continue to fund as needed with the help of grants and community partners. The challenge is to expand experiences to more grade levels.

# Isle of Wight County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

*Implementation of specific elements:*

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

## Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Fifth grade students participated in a Streamside trip (NIKE PARK) where participants probe the Bay's biologically diverse tidal waters to learn about the effects of creekside land uses and study the area's plants and wildlife. Using their mobile canoe rig, CBF educators lead students and teachers on explorations of some of the most scenic rivers in the watershed. Students in 4th grade discussed pollution and how to take person responsibility to clean up the school campus and surrounding areas in the community by creating a clean up plan. Then they take action by cleaning up the campus and sharing with others how important it is to do so. Students in 3rd grade created three way graphic organizers telling how they can reduce their impact on the AIR, WATER and LAND sharing this information in the school for classes and visitors to see.

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

<b>6<sup>th</sup> grade</b>	System-wide	<b>7<sup>th</sup> grade</b>	Some schools/classes	<b>8<sup>th</sup> grade</b>	None
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**Describe System-wide MWEEs:** In 7th grade, students researched an endangered species in Isle of Wight, and had to look at why those animals are endangered and how they became endangered. They then came up with a Conservation Solution. In English they wrote a research essay using cita

**Describe Isolated MWEEs:** In 7th grade, students did a webquest to learn all about Greenhouse gasses & the Greenhouse effect, calculating their carbon footprint. Sventh grade students also collected salad containers from the cafeteria throughout the semester and made shrinky-dinks that are associated with scientific concepts (like diagram of the cell), and wore as jewelry.

## Isle of Wight County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	None
			<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	None
			<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** In Oceanography classes, students researched and proposed solutions to various pollution issues of the Chesapeake Bay presenting in classes and posting infographics in hallways.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	None
<b>Physics</b>	None	<b>Geography</b>	
<b>History</b>		<b>Economics</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	
			<b>Other Elective Course</b>
<b>AP Science (any)</b>			<b>AP Math (any)</b>
<b>AP History (any)</b>			<b>AP English (any)</b>

## Isle of Wight County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	5	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Students and teachers exposure and awareness of environmental concerns continues to rise. Consistency in execution is still a concern.
<b>Challenges in EE:</b>	Although exposure and awareness of environmental concerns has risen, the action and synthesis component of experiences has not be implemented consistently. The MS MWEE is more developed across the division. The HS MWEE is embedded in Earth Science and Oceanography courses but is not being executed with fidelity. ES MWEE is being developed with partnership through the BWET grant.



# King and Queen County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Partnership with K&Q Fish Hatchery for field experience.

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:

## King and Queen County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b> None	<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b> None	<b>Chemistry</b> None	<b>Earth / Env Science</b> None
<b>Physics</b> None	<b>Geography</b>	<b>Civics / Gov't</b> None
<b>History</b> None	<b>Economics</b> None	<b>English / Lang. Arts</b> None
<b>Literature</b> None	<b>Health / Physical Education</b> None	<b>Other Elective Course</b> None
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None
<b>AP History (any)</b> None		<b>AP English (any)</b> None

## King and Queen County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	5	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	6
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Hands-on experiences, survey
<b>Challenges in EE:</b>	Funding and resources

# King George County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## King George County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	System-wide	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	Some schools/classes
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Tree planting field trip on and off site. Grant funded professional development. Partnerships with the Friends of the Rappahannock and Tri-County Soil.

**Describe Isolated MWEEs:** Outdoor club trips at the middle school (Bay Quest Trip), Summer Professional Development Series, STEM Night, Stormwater Program, Hicks Landing Water Quality, Macros and living downstream, Tree Planting, Oyster Dissection, Schoolyard Report Card.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	System-wide			<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None			<b>AP English (any)</b>	None

## King George County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	5	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Seasoned teachers, Partnerships with Tri-County Soil and Friends fo thee Rappahannock, Students are participating in grant funded field trips and classroom activities. Data shows improvement in science.
<b>Challenges in EE:</b>	Tlme for PD, funding for materials and field trips.

# King William County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:

## King William County Public Schools: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
Biology	Chemistry	Earth / Env. Science
Physics	Geography	Civics / Government
History	Economics	English / Language Arts
Literature	Health / Physical Education	Other Required Course

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
Biology	Chemistry	Earth / Env Science
Physics	Geography	Civics / Gov't
History	Economics	English / Lang. Arts
Literature	Health / Physical Education	Other Elective Course
AP Science (any)	AP Math (any)	
AP History (any)	AP English (any)	



## King William County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	Funding for programming / supplies
PD/resources for field experiences	Funding for transportation
PD/resources for schoolyard or community as outdoor learning space	Funding for PD
PD/resources for student-centered investigations	Interdisciplinary curriculum planning / standards alignment
Partnership with EE or other community providers	Instructional technology for outdoor investigations
Superintendent / central office support	Other:

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Lancaster County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEES

Elementary School: System-wide at ES level

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

Describe System-wide MWEES:

Describe Isolated MWEES:

Middle School: System-wide at MS level

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

Describe Isolated MWEES:

**Lancaster County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## Lancaster County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	1
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	1
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Lee County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

*Implementation of specific elements:*

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

## Student Participation in MWEEs

**Elementary School: No evidence of MWEE in grade band**

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School: At some schools/classes at MS level**

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

*Describe Isolated MWEEs:*

## Lee County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>		<b>Geography</b> None	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b> None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b> None	<b>Geography</b> None		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>		<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## Lee County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	6
PD/resources for field experiences	6	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	5
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Lexington City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: School Principal

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** All 4th grade students participate in field-based learning on the grounds of nearby Boxerwood Nature Center and later along the banks of Woods Creek, which runs behind the school. As part of their learning, students investigate the health of two waterway

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** 6th grade follows the Woods Creek Watershed, gathering data and studying water quality. Much of the 8th grade is going on a three-day field trip by the Chesapeake Bay Foundation to study the bay ecosystems while staying on islands in the Chesapeake Bay.

**Describe Isolated MWEEs:**



## Lexington City Public Schools: ELIT Summary (continued)

### High School:

#### In Required Courses

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Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	Algebra 2	Geometry
Biology	Chemistry	Earth / Env. Science
Physics	Geography	Civics / Government
History	Economics	English / Language Arts
Literature	Health / Physical Education	Other Required Course

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Lexington City Schools does not operate a high school.

#### In Elective (non-required) Courses

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Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	Geometry
Biology	Chemistry	Earth / Env Science
Physics	Geography	Civics / Gov't
History	Economics	English / Lang. Arts
Literature	Health / Physical Education	Other Elective Course
AP Science (any)	AP Math (any)	
AP History (any)	AP English (any)	

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## Lexington City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	7
PD/resources for field experiences	4	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	1
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	1
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	There is a strong hands-on element to our environmental education program including Roots and Shoots Garden at our elementary school and many hands-on learning projects and field experiences in conjunction with Boxerwood Education Association.
<b>Challenges in EE:</b>	The greatest challenge is securing funding for field experiences and programs.

# Loudoun County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

**Describe Isolated MWEEs:** Green Schools Program - 1,191 student, 63 classes from grades PreK-5 have participated in various programs and lesson experiences with the Nature Forward. Programming included Enviroscapes, Wonderful World of Worms to understand life cycles and composting practices and Discovery walks. LCPS' Office of Sustainability has provided grant funds for schools to develop Green Teams that will complete Project-based experiences centered around environmental literacy. Active school gardens are being implemented in select schools. Morven Park- MWEE programming Peterson Young Naturalists, school specific support plus regular offerings of educator PD; with Loudoun Wildlife Enviroscapes - Loudoun Water and LSWD

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** Core experiences exist at every middle school grade level that incorporate some elements of a MWEE; work is needed to upgrade those experiences to complete MWEEs, however. (e.g., environmental action project). Educational opportunities vary by school, but the following are overarching environmental education programs across some of our middle schools: Peterson's Young Naturalists, Garden Club, Plant field study, after-school Go Green and Donate Club, Nature Cleaners/Ecology Club, Garden advisory

## Loudoun County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>	Some schools/classes	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Trout in the Classroom - . 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 appreciate and safeguard native species in waterways. Currently, 1-2 high schools are running the program. ENVIROTHON Vernal Pools Shenandoah River trip (Harpers Ferry Adventures) Monarch Waystations Nature journaling Green house, Garden Club, Future Farmers of America, Butterfly garden planting

**Describe Isolated MWEEs:** LCPS has received a proposal for an Environmental Academy. Currently, pilot courses are being built out that provide an environmental focus within our current lab science courses. The goal is to have a course pathway option for high schools students that would like an environmentally focused high school experience.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Loudoun County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	7	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	5
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	1
Superintendent / central office support	3	Other: Support for teacher/Instructional Facilitators (FTE)	7

“Other Need” written-in response (if any): Support for teacher/Instructional Facilitators (FTE)

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	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' 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.
<b>Challenges in EE:</b>	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.

# Louisa County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our PreK-5 STEAM classes engage in sustainable agriculture and outdoor learning experiences, which focus on good stewardship of the Earth and conservation.

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** Within our 6-8 Science classes there is a strong focus on environmental education, both inside and outside of the classroom.

## Louisa County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	Some schools/classes

**Describe System-wide MWEEs:** 9th Grade Environmental Science students participate in a Watershed unit where students survey, test, and observe the effect of runoff within a local pond.

**Describe Isolated MWEEs:** There is strong partnership between Friends of the Rappahannock and our Science Department

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP Bio		<b>AP Math (any)</b>	None N/A	
<b>AP History (any)</b>	None N/A		<b>AP English (any)</b>	None N/A	

## Louisa County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	3
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	3
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	All students have access to the environmental education program. We also have strong community partnerships. This program has been effective based on the increased usage of outdoor learning spaces, as well as, student engage and community buy-in.
<b>Challenges in EE:</b>	Our biggest challenges are competing academic priorities and curriculum/assessment expectations.



# Lynchburg City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We have a grant with James River Association that targets all 4th grade classes across the division to provide a MWEE experience.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** We have a partnership with the James River Association to provide a MWEE experience for all 8th grade students in the division.

**Describe Isolated MWEEs:**

## Lynchburg City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** We have a partnership with the James River Association to provide a MWEE experience to all AP Environmental Science Students in the division.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide Environmental Science	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Lynchburg City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The MWEE experience provides students the ability to experience science outside of the classroom.
<b>Challenges in EE:</b>	Time, staff, and funding continue to be a challenge.

# Manassas City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe Isolated MWEEs:

## Manassas City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes	<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None	

## Manassas City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	4
PD/resources for field experiences	5	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	4
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We incorporated a WIDA teaching and learning cycle for writing in science in 6th grade and Introduction to the Environment. Students write persuasive letters on saving the Bay and/or controlling an Invasive Species. The curriculum has been very successful.
<b>Challenges in EE:</b>	Time and resources

# Madison County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** The Madison 4H agents deliver lessons with review and assessment for 3rd graders.

**Describe Isolated MWEEs:** First grade participates in an Agriculture day, that partially meets some of the MWEE requirements.

Middle School: System-wide at MS level

6 <sup>th</sup> grade System-wide	7 <sup>th</sup> grade Some schools/classes	8 <sup>th</sup> grade None
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**Describe System-wide MWEEs:** 6th grade students participate in a full MWEE led by Culpeper Soil and Water. The unit consists of pre and post tests, classroom instruction, a field day, and an action project.

**Describe Isolated MWEEs:** 7th grade students have classroom instruction to examine pond water, construct an ecosystem in a jar, and they participate in the Trout in a Classroom program with Friends of the Rappahannock. The 7th grade classrooms also plan to implement some Project Learning Tree lessons.

## Madison County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Biology students participate in a salamander study within the Shenendoah National Park. The components of the study overlap with the MWEE requirements. The AP Bio classes participate in a Chesapeake Bay Foundation Rivers and Streams program.

**Describe Isolated MWEEs:** There are opportunities to connect with the Lifestyle Physical Education program. The students participate in hiking our local trails as well as learning to fish. These are opportunities to connect another course to the MWEE programs in Biology.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide AP Bio		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None



## Madison County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	5
PD/resources for field experiences	3	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	3
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	A stable grade 6 MWEE program. The current program was implemented in 2012 with Culpeper Soil and Water. The program has stayed strong, even through covid.
<b>Challenges in EE:</b>	Teacher turnover.

# Manassas Park City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:

**Manassas Park City Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>		<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes APES			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Manassas Park City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	4
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Challenges in EE:**

Our small size, lack of community partners, lack of training for teachers to conduct a MWEE

## Martinsville City Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

### Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* K-5 students have a garden area to investigate the movement of water. K-5 students and the Natural Science Museum have a partnership to explore MWEEs. 4th grade students take a trip to a local river.

Middle School: At some schools/classes at MS level

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

*Describe Isolated MWEEs:* 6th-grade students and DRBA visit a local river area.

## Martinsville City Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Martinsville City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	5
PD/resources for field experiences	7	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	5
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Outdoor classroom/garden- student engagement
<b>Challenges in EE:</b>	Teachers are not familiar with the MWEE

# Mathews County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** 6th Grade had a full day based on science and social studies curriculum. Students were split into four different groups and completed four different stations throughout the day. The four stations were 1. Oyster Hatchery 2. U.S Coast Guard 3. Gwynn Island Museum 4. VIMS For the Oyster Hatchery, students were able to go learn about the life cycle of an oyster, how an oyster is developed, and how an oyster is beneficial for our environment. For the U.S. Coast Guard students were able to learn their daily schedule, routines, and procedures. Students also learned information about their boat and safety on water, For the Gwynn's Island Museum, students were able to learn about the history of World War 2 and the history of Mathews County. Students also learned information on how Mathews County was affected during World War 2. VIMS had an activity based on identifying animals through an animal classification chart. Students then had to draw pictures and provide descriptions. 54 students + 4 teachers divided into 4 groups 7th Grade students have access to the Nature Trail located on the THMS campus for outdoor exploration on foot. THMS was awarded a grant from the Chesapeake Restoration Fund where monies were set aside to set up aquariums in the science classes at THMS.



## Mathews County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b> None	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b> None	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Williams Wharf Project Students traveled to Williams Wharf throughout the year to collect and monitor water quality. Mock Marsh Transit Students constructed a transit of local sea level rise and analyzed the impact of wetland migration on local resources. County Readiness Project Students interpreted local maps to identify key areas in Mathews County then compile resources to develop an emergency response plan to make informed decisions regarding climate change.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b> None	<b>Geography</b> None		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>		<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## Mathews County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	1	Funding for programming / supplies	4
PD/resources for field experiences	2	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	1	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	High school: Field experiences. Students were engaged in the projects. Students in grade 7 have a curriculum that incorporates Life Science for watershed experiences. Last year, the teacher provided opportunities for students to understand the impact that waterways have on Mathews County. VIMS did provide an onsite presentation to students in grade 6 during the field trip to Gwynn's Island.
<b>Challenges in EE:</b>	High school: Time restrictions due to instruction in other courses. THMS is near the waterways of the Chesapeake. This year, we have a new science teacher who is new to teaching middle school science. Our 6/7 teacher has been collaborating with colleagues from a neighboring school division. She has participated in a VIMS Critter Collection and is using the support from VIMS to include more exposure for students to learn about the Mathews Environment. Some challenges include, new textbook material, learning Canvas for both teacher and students, and incorporating real world experiences for students. The greatest challenge at Mathews Elementary Schools in implementing an environmental education program is finding additional time in the day without taking time away from reading and math, which is where our students are struggling.

# Mecklenburg County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** During the second semester, fourth graders actively engage in creating a watershed model, providing hands-on learning about water systems and their impact.

**Describe Isolated MWEEs:** Some of our fifth graders participate in a field trip to John H. Kerr Reservoir, where they explore the local wildlife and learn about stewardship efforts aimed at protecting and enhancing wildlife habitats. During the trip, they also gain an understanding of how the natural resources management staff works to maintain optimal habitats and safeguard threatened and endangered species in the area. Additionally, we partner with the Virginia Extension Agency's 4-H program to enrich our 4th and 5th grade classes. Each month, a Virginia Extension Agency teacher visits to deliver engaging lessons based on the 4-H curriculum.

Middle School: No evidence of MWEE in grade band

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

**Describe Isolated MWEEs:**

## Mecklenburg County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Mecklenburg County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	7
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our partnership with the Virginia Extension Agency 4-H program has been an outstanding experience for our fourth and fifth grade students. Another highlight is the watershed model that our fourth graders create, which provides them with hands-on learning opportunities to deepen their understanding of environmental concepts.
<b>Challenges in EE:</b>	Our biggest challenges include accessing the appropriate resources, as well as having the time and training needed to implement a successful environmental education program across elementary, middle, and high school levels.

# Middlesex County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

**Preparedness Level: Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** Students in grade four participate in the Marine Legacy program at the Urbanna Oyster Festival which includes kayaking, learning about oyster life cycle and habitats, and evaluating solutions to protect the Chesapeake Bay.

**Describe Isolated MWEEs:** On-site bluebird house will be using live video feed. Tree planting with the Trees for Clean Water grant.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** 24-25 a full MWEE will take place with the sustainability of oyster reefs. 23-24 FOR completed a stormwater activity, oyster dissection, and kayak trip with seining, and water quality. In 24-25 an action piece will be included. 7th graders went on a

**Describe Isolated MWEEs:** Eight-grade students read Omnivores Dilemma. Oyster festival will be expanded with an action project for grade 6 in partnership with FOR.

## Middlesex County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	Some schools/classes	<b>Algebra 2</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	
<b>History</b>	Some schools/classes	<b>Economics</b>	Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes
			<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	Some schools/classes
<b>Biology</b>		<b>Chemistry</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>	
<b>History</b>		<b>Economics</b>	
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>	
			<b>Other Elective Course</b>
<b>AP Science (any)</b>	None		<b>AP Math (any)</b> None
<b>AP History (any)</b>	None		<b>AP English (any)</b> None

## Middlesex County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	6
Superintendent / central office support	5	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

**Strengths of EE for Students:** Our new ELP will drive our EE program.

**Challenges in EE:** The demands on teacher time.



# Montgomery County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Partnership with Virginia Tech service learning class to provide Environmental Education at two Title 1 elementary schools for 3rd grade classes.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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Describe System-wide MWEEs: "Stormwater Days" event each spring in which all 6th grade students take a field trip to a local Izaak Walton League park to participate in environmental and stormwater education stations.

Describe Isolated MWEEs:

**Montgomery County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Montgomery County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	4
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	3
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Stormwater Days event. Feedback received from teachers.
<b>Challenges in EE:</b>	Time and Resources

# New Kent County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	Some schools/classes
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Describe System-wide MWEEs: We provide lessons throughout different classes as they apply to the science curriculum.

Describe Isolated MWEEs:

## New Kent County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## New Kent County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	1	Funding for PD	5
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	1
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	2
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Newport News City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Students attend the Virginia Living Museum for a MWEE program in the third grade.. Grades 3 and 5 also have school based MWEE programs with curriculum check ins. The third grade program also includes the LAS as part of the environmental education program.

**Describe Isolated MWEEs:** The Virginia Living Museum provides MWEE based activities for all 1st and 3rd grade students when they visit the museum and their education department.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** All 6th grade students have the opportunity to engage in a full MWEE that is led by the The Mariner's Museum and Lake. All 7th grade students have the opportunity to engage in a 12 lab Chesapeake Bay program at the Virginia Living Museum. 8th grade studen

**Describe Isolated MWEEs:** Some schools are able to provide boating trips procured by the Chesapeake Bay Foundation and these could possibly be expanded to all 8th grade students with proper funding.

## Newport News City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

**Describe System-wide MWEEs:** All students enrolled in environmental science will participate in a fully implemented MWEE funded by a Mariner's Museum and Lake grant. Students will grow native eel grass in the classroom that will later be part of a planting at Mariner's Lake in conjunction with a comparative water quality study.

**Describe Isolated MWEEs:** NNPS is part of a multi system grant that focuses on Environmental Education from a pK-12 lens. The goal of this initiative is to have a vertically aligned Environmental Education curriculum. The goal for NNPS is to create a capstone for the higher level science courses found in the 11th and 12th grade.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes APES and Biology		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## Newport News City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	6
PD/resources for field experiences	6	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We have 6 grade levels with dedicated MWEE programs in place that now cover all three levels of education. We also have built strong partnerships with a large number of stakeholders in the process.
<b>Challenges in EE:</b>	Substitute coverage for teachers, transportation, and additional funding to expand the programs for more grade levels. Also, time out of class during SOL testing presents problems.

# Northampton County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe Isolated MWEEs: We partner with the Eastern Shore Soil and Water Conservation, Virginia Marine Science and other local agencies. These partners provide both classroom and field trip experiences.

## Northampton County Public Schools: ELIT Summary (continued)

### High School: At some schools/classes required at HS level In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** NCPS students must complete three Science courses to graduate. All of the classes contain elements of the MWEE program.

**Describe Isolated MWEEs:** In addition to our partnerships our students participate in the Envirothon competition.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	Some schools/classes	<b>Other Elective Course</b>	System-wide Marine Biology
<b>AP Science (any)</b>	System-wide Advanced Biology	<b>AP Math (any)</b>		None	
<b>AP History (any)</b>	None	<b>AP English (any)</b>		None	

## Northampton County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	2
PD/resources for field experiences	4	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	2
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Working with the Soil and Water Conservation. Our teachers receive PD from several outside sources.
<b>Challenges in EE:</b>	The amount of instructional time missed when going off campus.

# Nottoway County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Meaningful experiences exist at various levels through STEAM partnerships with the community college. This includes more of a field trip based experience through our 21st century program at the elementary level.

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: Course work embeds the students of MWEEs and students have opportunities in the middle grades with partnerships through the community college and 21st century after school programs.

## Nottoway County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Currently, our program has more outdoor field experiences within the environmental science course work. Students need opportunities to engage in interactive learning experiences. There is some level of partnerships that exist within the school environment with the community college.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>	
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>	None
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>	
<b>AP Science (any)</b>		<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## Nottoway County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	6
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our teachers are dedicated to teaching the standards and in particular using the environmental science course as a foundation course for biology. They provide learning experiences outside the school building for students. It has been noted in Biology that the students' exposure to topics in environmental science is beneficial to their performance in Biology which shows a level of effectiveness.
<b>Challenges in EE:</b>	Funding, the availability of resources and opportunities are all challenges faced especially in a small rural school district.

# Orange County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We have a system-wide MWEE in partnership with Friends of the Rappahannock that takes place in 4th grade and was not wholly completed in the 2023-2024 school year; however, parts of this MWEE were completed. Students will be completing this MWEE in the 2024-2025 school year. This includes an issue definition at school, outdoor field experience and synthesis and conclusions with Friends of the Rappahannock, and environmental actional projects based on their school grounds or communities. Orange County students also work with the Orange County Cooperative Extension Office in 3rd and 5th grade to learn about local farms and the impact we have environmentally on our farms. In 3rd grade, students participate in an Agriculture Day, where they travel to a local agriculture research station. During this day, students learn about many aspects of agriculture, but two relevant parts they learn are about erosion and soil and water pollution affecting farms. In 5th grade, students travel to local farms to see real-world examples of what they learned in 3rd grade.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Orange County partnered with Culpeper Soil and Water Conservation District for our middle school MWEE. This included a full MWEE with a pre-assessment, three days of preparation in the classroom, an outdoor field experience at Graves Mountain Lodge, data

**Describe Isolated MWEEs:** All 6th grade students also participated in an outdoor field experience. One middle school partnered with Friends of the Rappahannock to do water quality assessments using biological sampling and other stations related to water quality monitoring at a pond located on Division grounds. The other middle school traveled to Lake Anna to complete stations to test the health of the lake's ecosystem, including PH levels, phosphates, temperature, and macroinvertebrates.



## Orange County Public Schools: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** All high school students participate in MWEE in Environmental Science, Earth Science Honors, or AP Biology (Governors School). In Environmental Science, OCPS partners with Friends of the Rappahannock to do water quality assessments using chemical and biological sampling and Riparian buffer tree planting on local farmland. In Earth Science Honors, students raise trout and travel to a local farm for water quality and macroinvertebrate studies. In AP Biology, students travel to Lake Anna for water quality testing. All students participated in issue definition, synthesis and conclusion, and environmental action projects based on the class.

**Describe Isolated MWEEs:** We partnered with Culpeper Soil and Water Conservation District to help our high school Agriculture students participate in soil and water testing at our local Virginia Tech Agriculture Research Station. Based on the water testing results, these students then designed floating wetlands to filter the runoff pond. Students also learned about the importance of soil testing at home and could take tests at home to extend this project.

#### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>	
<b>AP Science (any)</b>	AP Biology		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Orange County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	6
PD/resources for field experiences	3	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest elements of our environmental education program are our partnerships with Environmental Educators and other community partners. The backbone of our program is the relationship we have as a division with Friends of the Rappahannock, Culpeper Soil and Water Conservation District, the Orange County Extension Office, and the other community groups that support environmental education in our area.
<b>Challenges in EE:</b>	The greatest challenge in implementing our environmental education program is time in the school day, especially in elementary school.

# Patrick County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

**Patrick County Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>		<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	Some schools/classes	<b>Civics / Government</b>	Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	Some schools/classes	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>		
<b>AP History (any)</b>			<b>AP English (any)</b>		

**Patrick County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	6
PD/resources for field experiences	6	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	6
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	4
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

Strengths of EE for Students:

Challenges in EE:

time and funding

# Petersburg City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: VCU PEARL will introduce to 4th grade students an ocean issue that starts at home with trash pollution. We will talk about ocean trash gyres (Ocean garbage patches), storm drains, and playground trash

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

**Petersburg City Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

**Petersburg City Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other:	n/a

“Other Need” written-in response (if any): n/a

**Qualitative Self-Assessment**

Strengths of EE for Students:	n/a
Challenges in EE:	scheduling professional development



# Pittsylvania County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** All 4th grade students visit a local farm on AG Day where they visit stations that include dairy, livestock, horses, conservation, forestry, and wildlife. These stations are manned by individuals from the Pittsylvania Soil and Water Conservation District

**Describe Isolated MWEEs:** A STEM teacher visits all of our elementary schools and conducts experiments with different grade levels on watersheds. K-4: Flower and edible gardens are planted at schools to assist with erosion. 5th grade: Students examined local streams to investigate the positive and negative impacts caused by humans.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** Middle school students participate in an environmental awareness project through a partnership with our STEM Academy and the Dan River Basin Association. Experiments were conducted and presentations were made including ways to help the environment and pr

**Describe Isolated MWEEs:** One example is water quality projects being completed by middle school students.

**Pittsylvania County Public Schools: ELIT Summary (continued)**

**High School: System-wide at any required HS class**  
**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>		<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** MWEE's are a requirement in all Environmental Science courses. The project focuses on Biomagnification and Watersheds.

**Describe Isolated MWEEs:** Each semester, 9th graders conduct watershed and pollution investigations.

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>		
<b>AP History (any)</b>			<b>AP English (any)</b>		

## Pittsylvania County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	6
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Curriculum. Our teachers ensure that the curriculum aligns to state standards. Additionally, our teachers work diligently to incorporate meaningful learning opportunities that are relevant to their communities.
<b>Challenges in EE:</b>	Funding resources.

# Portsmouth City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** EnviroBase (grade 4) is a STEM exploration program emphasizing environmental stewardship, water quality and environmental concerns of the Chesapeake Bay Watershed. The PPS STARBASE program serves approximately 3600 students per school year and an addition

**Describe Isolated MWEEs:** n/a

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** 6th grade students participate in the suggested MWEE project located on VDOE's site. In groups or as a class, the students will work collaboratively to brainstorm a question concerning their local watershed. Students will identify data needed to answer

**Describe Isolated MWEEs:** n/a

**Portsmouth City Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Campers explored local wetlands and watersheds to investigate the importance of oysters and the importance of restoring oyster populations in the Chesapeake Bay Watershed. Campers were on the river in kayaks and in the water observing organisms in oyster reefs. The Chesapeake Bay Foundation (CBF), and the Elizabeth River Project (ERP) provided hands-on learning experiences. Campers created oyster reefs and educate the public about the importance of oysters, through the creation of public service announcements via YouTube videos.

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes Environmental Science			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Portsmouth City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	4
PD/resources for field experiences	7	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	4
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	4
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	STARBASE programs (during the school year and summer camps). Verbal feedback from students, staff, and parents.
<b>Challenges in EE:</b>	Time for professional development and following through with MWEE implementation

# Powhatan County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** Each year, all of our 4th graders participate in a day long field trip that focuses on our watershed. The trip is taught by our Bio II:Ecology students and our AP Environmental Science Teachers. Community volunteers and science educators are on hand to o

**Describe Isolated MWEEs:** We have grade level STEM days for all schools where students spend the morning learning the science behind a topic and the afternoon applying the engineering design process to solve a problem related to the topic. For example, our second graders learn about erosion and then they design, construct and test different apparatus to prevent erosion. This could be expanded to identify an erosion problem on the school grounds and students could do something to mitigate erosion based on what they learned from the engineering portion of the STEM day.

Middle School: **No evidence of MWEE in grade band**

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

**Describe Isolated MWEEs:** We have lost several of our science teachers who supported MWEEs in middle school. Currently we have two newly hired teachers with no science background and no teaching experience. They are in survival mode at present and MWEEs have not been a priority.

## Powhatan County Public Schools: ELIT Summary (continued)

### High School: System-wide at any required HS class In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b> System-wide Bio II:Ecology

**Describe System-wide MWEEs:** Our APES and Bio II students run the grade 4 MWEE field trip. They also monitor water quality of the creek behind their school.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide AP Environmental Science			<b>AP Math (any)</b>
<b>AP History (any)</b>				<b>AP English (any)</b>



## Powhatan County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	3	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	1
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	4
Superintendent / central office support	6	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	<p>The "students teaching students" model continues to be a huge success. Our Bio II students are generally not "into" school, and they are often not the kids who are selected to be leaders. Each year at least one or two students recognize his/her potential to become a park ranger or wildlife educator. The children love capturing and identifying macroinvertebrates in the creek. Often they ask for identification keys so that they can monitor their creek at home. We have been monitoring the water quality of our streams for several years and there have been substantial changes to the health of our creeks in recent years. There has been a significant amount of construction in our county and the soil erosion has significantly impacted our feeder creeks. It is powerful for students to see the water quality data from the past and compare it to the present.</p>
<b>Challenges in EE:</b>	<p>MWEEs take a great deal of time and commitment. Between teacher turnover (and teachers being replaced by people with no science background or teaching experience), the reduction of our STEM staff (we went from two elementary STEM coaches to one STEM coach), and the current focus on literacy and the new accreditation standards, it has been tough to persuade teachers to conduct MWEEs. Additionally, those of us who have historically been responsible for developing and leading MWEEs have had much less time to do so, as we are having to spend much more time supporting new teachers.</p>

# Prince Edward County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEES

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEES:

Describe Isolated MWEES:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEES:

**Prince Edward County Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>		<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

**Prince Edward County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	3
PD/resources for field experiences	7	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	3
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	6
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

Strengths of EE for Students:

Challenges in EE:

# Prince George County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

**Prince George County Public Schools: ELIT Summary (continued)**

**High School:**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

**Prince George County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	6
PD/resources for field experiences	3	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	6
Superintendent / central office support	6	Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

<b>Strengths of EE for Students:</b>	Environmental education programs in Prince George provide students with relative information pertaining to environmental education. Minimal grade levels participate in formal environmental education programs. The strongest are at the middle school and earth at the high school in science courses.
<b>Challenges in EE:</b>	The greatest challenge, currently, is finding highly qualified science teachers to fill vacancies. When classrooms are staffed with provisionally licensed staff and long term substitutes, the propensity to extend the general curriculum diminishes.

# Prince William County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Other: and Sustainability Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: There are site based at some schools and several schools participate with our partner "Science in the Parks" for a MWEE program.

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: Schools have the option and have been provided the resources for site-based MWEEs. Partners Science in the Parks and Nature Bridge.



**Prince William County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes Environmental		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

**Prince William County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	4
PD/resources for field experiences	5	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	1
Superintendent / central office support	1	Other: more time to teach science in elementary	7

“Other Need” written-in response (if any): more time to teach science in elementary

**Qualitative Self-Assessment**

<b>Strengths of EE for Students:</b>	We have identified all courses that have supportive content for environmental education. Environmental Literacy Plan in place and all Central Office Supervisors are aware of the plan. Established partnerships. Included in school system Strategic Plan. FOur schools have received USDOE Green Ribbon designation as well as the school division.
<b>Challenges in EE:</b>	Embedding place-based learning into all curriculum. Lack of resources for a division-wide MWEE experience.

# Pulaski County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: **At some schools/classes at MS level**

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

Describe Isolated MWEEs:

**Pulaski County Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>		<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

**Pulaski County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

Strengths of EE for Students:

Challenges in EE:

# Rappahannock County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education Division Director of Testing

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe Isolated MWEEs:

## Rappahannock County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	None	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Rappahannock County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	1
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	1

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Repeated exposure to environmental concepts. It has been effective when they remember the concepts and know the information in their later years of school.
<b>Challenges in EE:</b>	Cost & Time



# Richmond City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator Instructional Specialist, Science

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Environmental Literacy Plan provides an outline for system-wide MWEE programs. At this time, there are some elementary schools that are carrying this out, while other schools are working towards implementation. Maymont K-5: Plant & Creature Features, Wonders of Watersheds James River Association: 3rd Grade- Bellemeade Park In-class and Outdoor Land-based watershed experience, Grades 3-5 Summer Camp watershed experience

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** All sixth, seventh, and Earth Science students consider the question, What stories do these waters tell? as it relates to study of the waters in the James River watershed. Students participate in standards-aligned watershed lessons in the classroom set

**Describe Isolated MWEEs:** 6th Grade- James River Park System Watershed Lesson & Field Experience at Reedy Creek 7th Grade- Chesapeake Bay Foundation Field Experience on Baywatcher 8th Grade (Earth Science)- Chesapeake Bay Foundation Rivers & Streams canoe program Maymont- Wonders of the Watershed Field Experiences- 6 & 7 Grade The RPS Environmental Literacy Plan focuses on the James River Watershed and includes resources for schools to participate in a complete MWEE program. Next steps for implementation of the plan include providing professional learning to schools.

## Richmond City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** All Biology and Environmental/Earth Science students consider the question, What stories do these waters tell? as it relates to study of the waters in the James River watershed. Students participate in standards-aligned watershed lessons in the classroom setting and also participate in an outdoor field experience hosted by either the James River Association or the Chesapeake Bay Foundation. Following the trip, students draw conclusions and synthesize data collected before developing an environmental action project.

**Describe Isolated MWEEs:** James River Association- Paddling & Watershed Field Trips The RPS Environmental Literacy Plan focuses on the James River Watershed and includes resources for schools to participate in a complete MWEE program. Next steps for implementation of the plan include providing professional learning to schools.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide AP Biology & AP Environmental Science		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## Richmond City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	5
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our strongest elements include the RPS Environmental Literacy Plan, use of Growing Up Wild in preschool curriculum, K-12 science curriculum resources with EE embedded resources and support, community partnerships, and equipment including authentic scientific equipment available for student and teacher use in field experiences. Capitalizing on green spaces to make MWEs more logistically accessible to teachers and students.
<b>Challenges in EE:</b>	RPS is limited in time dedicated to and available for Environmental Education professional learning for teachers, especially at the elementary level. Additionally, elementary teachers are challenged by time constraints during the academic day.

# Richmond County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

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

Describe Isolated MWEEs:

## Richmond County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b> System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

## Richmond County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	3	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	6
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	2
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Partnerships with local organizations; students and teachers provide positive feedback annually and the programs happen each year without any difficulties.
<b>Challenges in EE:</b>	Financial, personnel and time resources.

# Roanoke City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEES

Elementary School: System-wide at ES level

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

**Describe System-wide MWEES:** All fourth or fifth grade students are offered a field-based experience in the watershed through the clean valley council and the Western Virginia Water Authority. Most of these events take place at the Carvins Cover Reservoir.

**Describe Isolated MWEES:** We are working on expanding our elementary program to grade 6 and high school earth and environmental science students. Some high school students currently take part in an annual Earth Summit which explores local issues and local responses.

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEES:** Sixth grade students in some middle schools take part in a MWEE trip, others have water programming that happens in the classroom.

## Roanoke City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Mostly in-classroom programs presented by teachers and community partners.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## Roanoke City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	1	Funding for programming / supplies	1
PD/resources for field experiences	2	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	1
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	1
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	6
Superintendent / central office support	1	Other:	1

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Watershed field trips for 4th/5th grade students. This is a hands-on program in the watershed which helps students put all the components together and maintains high engagement for students.
<b>Challenges in EE:</b>	Funding for transportation in middle and high school. Getting students to the watershed in high school which required them to miss other classes.

# Roanoke County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Roanoke County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b> None		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> None			<b>AP Math (any)</b> None
<b>AP History (any)</b> None			<b>AP English (any)</b> None

## Roanoke County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	7
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Using the Enviroscope watershed model to model watersheds and the effects of pollution on water systems.
<b>Challenges in EE:</b>	Our location - We are surrounded by mountains and our students have a difficult time 'seeing' the watershed affect based on where we live.

# Rockbridge County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Rockbridge County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b> Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## Rockbridge County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	3
PD/resources for field experiences	4	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	3
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our partnership with Boxerwood. This has been successful based on feedback from instructors and teachers.
<b>Challenges in EE:</b>	Making appropriate time to take a deep dive.

# Rockingham County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Soil and water districts, local river organizations (Friends of the North Fork), 4H partners and Pure Water forum that help with 4th, 6th and high school. We do tree plantings or field work at high school, a MWEE at a stream at middle school and

**Describe Isolated MWEEs:** We do an integrated field trip at various locations that focus on water quality and local history and math .

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** Students go to the water and do an experience and their action project is a public service announcement to benefit promoting the need for watershed protection .

**Describe Isolated MWEEs:**



## Rockingham County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** High school students plant trees, do a stream clean up or investigate how to remediate an area or location.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Rockingham County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	4	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	4
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	1
Superintendent / central office support	2	Other: support for sustainability	7

“Other Need” written-in response (if any): support for sustainability

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our yearly PD on Environmental Education. Our partnerships with local partners. We have numerous students who go into environmental science and we have numerous schools who move toward expansive EE,
<b>Challenges in EE:</b>	The school maintenance department does not like to implement more sustainable practices. Time with all the state regulations on literacy.

# Russell County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Russell County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	
<b>Physics</b>	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Russell County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	6
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Wetlands Estanóa provides a strong program for environmental education to some of our students. Students participate in the gathering of data related to this project.
<b>Challenges in EE:</b>	Lack of resources and sites to engage students and staff in environmental education.

# Salem City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator Coordinator of Assessment & Accountability

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** 4th Grade: Fourth Grade studies Watersheds in Science. Students learn about the environmental impact of pollution on Virginia's watersheds. Students study the rivers that are part of the Chesapeake Bay Watershed Potomac, Rappahannock, York, and James).

**Describe Isolated MWEEs:**

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** Some programs are offered through the Clean Valley Council but meaningful partnerships are more limited at higher grade levels.

## Salem City Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Students may participate in service learning and could choose an area within environmental action project. Many clubs and groups do Clean Up Projects. Field Trips to landfills, rivers, lakes, and sewage treatment show students impacts on pollution on our waterways.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	Some schools/classes AP Biology and AP Environmental Science	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Salem City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	2
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Field experiences that allow students to see what they are learning. Community projects through service learning.
<b>Challenges in EE:</b>	Funding, Time, available professional development, connections to outside agencies.



# Scott County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Classroom Teacher

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Most science teachers integrate outdoor learning experiences into their curricula. The programs vary from learning to identify aquatic macro-invertebrates to outdoor gardening areas.

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs: Our division encourages and usually succeeds in providing MWEE experiences for all middle school students. Some of our middle schools provide these experiences in the 7th grade while other schools provide these in the 8th grade year. Programs include water quality testing, macro-invertebrate studies, presentations and activities with our 4-H agent and Natural Tunnel State Park. Those schools in close proximity to Gate City High School can bring students to our Wetlands outdoor classroom for activities. Twin Springs High School has an accessible stream for learning experiences that can also include the nearby elementary students.

## Scott County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Our high school students lead "students teaching students" programs for various grade levels in our elementary schools. These include water quality testing research, macro-invertebrate identification, drainage and pollution patterns adjacent to the schools, and participation in the Clinch River Coalition's annual environmental education program. Our high school students actually design an action project and submit a grant proposal to the Clinch Coalition for grant-funding. Our students have been awarded multiple grants to carry out their projects. Students must present their results at the annual environmental education workshop following completion of their project(s).

**Describe Isolated MWEEs:** We would like to expand our "students teaching students" environmental literacy program to include more elementary grade levels. Funding for buses to bring students to our Wetlands outdoor classroom and having enough teachers to supervise these activities are major limitations to the success of the program.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b> None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b> None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>		<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## Scott County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	6
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The passion of our teachers and their dedication to providing environmental studies opportunities to our students are our strongest element. The contributions of our community partners are also vital to our success. Teachers repeatedly reach out to our high school teachers to assist with environmental education opportunities for their elementary students.
<b>Challenges in EE:</b>	Time and funding! Because of the demands to focus on math and English, elementary teachers feel overwhelmed and unable to "find the time" to provide MWEE opportunities for their students. High school teachers are hesitant to focus on MWEE because of the rigor of the new science standards and the need to help students acquire that "science SOL/EOC passing score". Many schools lack the equipment and technology needed for successful MWEE experiences.

# Shenandoah County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Shenandoah County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
Biology None	Chemistry	Earth / Env. Science None
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b> None
History None	Economics None	English / Language Arts None
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b> None	<b>Geometry</b>
Biology	Chemistry None	Earth / Env Science
<b>Physics</b> None	<b>Geography</b>	<b>Civics / Gov't</b>
History	Economics	English / Lang. Arts
<b>Literature</b> None	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
AP Science (any)		AP Math (any)
AP History (any)		AP English (any)

## Shenandoah County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	7
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	1
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Smyth County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

*Implementation of specific elements:*

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

## Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Watersheds are taught and discussed during science and history classes during the school year.

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

<b>6<sup>th</sup> grade</b>	System-wide	<b>7<sup>th</sup> grade</b>	Some schools/classes	<b>8<sup>th</sup> grade</b>	Some schools/classes
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**Describe System-wide MWEEs:** We have a county-wide Watershed Day for all 6th graders to participate in stations on different aspects of the watershed. Community partners, volunteers, and high school teachers and students work the stations to highlight different aspects of the waters

**Describe Isolated MWEEs:** see the above box

## Smyth County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None
<b>Biology</b>	System-wide	<b>Chemistry</b>	None
<b>Physics</b>		<b>Geography</b>	Some schools/classes
<b>History</b>	None	<b>Economics</b>	Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes
		<b>Geometry</b>	None
		<b>Earth / Env. Science</b>	System-wide
		<b>Civics / Government</b>	None
		<b>English / Language Arts</b>	None
		<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Some high school students participate in the county wide watershed day.

**Describe Isolated MWEEs:** We also discuss watershed in horticulture classes which is taken as an elective by some students.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	
<b>Physics</b>	None	<b>Geography</b>	Some schools/classes
<b>History</b>		<b>Economics</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	
		<b>Geometry</b>	None
		<b>Earth / Env Science</b>	
		<b>Civics / Gov't</b>	
		<b>English / Lang. Arts</b>	
		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	none	<b>AP Math (any)</b>	None AP Calculus
<b>AP History (any)</b>	none	<b>AP English (any)</b>	None AP English



## Smyth County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	3
PD/resources for field experiences	2	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	3
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Getting students ready for and discussing afterwards the stations and their purpose on Watershed Day.
<b>Challenges in EE:</b>	Instructional time that is required to cover the required curriculum in all core area subjects.

# Spotsylvania County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Partial MWEE participation by some 4th grade classes. Not as defined by the MWEE definition.

**Middle School: At some schools/classes at MS level**

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

**Describe Isolated MWEEs:** Partial MWEE participation by some 6th grade classes. Not as defined by the MWEE definition.

**Spotsylvania County Public Schools: ELIT Summary (continued)**

**High School: No evidence of MWEE in grade band**

**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
Biology None	Chemistry	Earth / Env. Science
Physics	Geography	Civics / Government
History	Economics	English / Language Arts
Literature	Health / Physical Education	Other Required Course

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>	
Biology	Chemistry	None	Earth / Env Science	Some schools/classes
Physics None	Geography		Civics / Gov't	None
History None	Economics	None	English / Lang. Arts	None
Literature None	Health / Physical Education	None	Other Elective Course	
AP Science (any) None		AP Math (any)	None	
AP History (any) None		AP English (any)	None	

## Spotsylvania County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

**Strengths of EE for Students:**

**Challenges in EE:**

Accessibility and consistency to MWEE experiences especially outdoor field experiences.

# Stafford County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

**Describe Isolated MWEEs:** Elementary MWEE experiences opportunities present teacher teams with a choice are implemented with fidelity using local watershed education groups like FOR Friends of the Rappahannock and local watershed field experiences to County Parks (Government Island) and State Parks (Widewater State Park)

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:** Middle School growth is currently happening between grade teams 6-8 using project based learning approaches to infuse science and civics. Educational organizations like FOR Friends of the Rappahannock and local watershed field experiences to County Parks (Government Island) and State Parks (Widewater State Park) as well as campus investigations using collection, testing, and analysis methods including probeware and test tablet kits.

## Stafford County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>		<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Our 5 High Schools currently have the flexibility with multiple elective courses offered that may sustainably implement to provide the MWEE and a choice of what locality and organization they partner with in respect to their location and resources available. Consistently, 9-10th grade students are involved in some type of outdoor data collection using probeware and analog methods that suit their campus surroundings, many of which have accessible drainage areas or small streams connecting to the greater watershed. The course or grade this MWEE occurs for each student is determined by their diploma type. Standard diploma students may have this experience in either biology or environmental science as 9th or 10th graders. Advanced diploma students may have this experience in 9th or 10th in either biology or one of the higher rigor courses (AP or IB enviro, ecology, or oceanography) which often involve a more extensive outdoor experience as detailed in the next passage.

**Describe Isolated MWEEs:** Established community partnerships supporting our EE include but are not limited to: (FOR) Friends of the Rappahannock non-profit Mary Washington University (school of education) Izaak Walton League (Alexandria Chapter) Oceanography elective students participate on extensive qualitative and quantitative data collections involving both tributary and open water sources for field samples studied in situ (Virginia Beach Owl Creek and Rudee Inlet) as well as archival samples tested back in the lab/classroom using a variety of comparative techniques involving probeware, chemical test kits, and analog methods. Results are analyzed and visualized using GPS/GIS platforms and culminating presentations. Partners include: Rudee Tours, Va. Aquarium and Marine Museum. Department of Conservation and Recreation Department of Wildlife Services Virginia Beach Rudee Inlet

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>	None
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Environmental Science	<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## Stafford County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other: Dedicated Time allotted for MWEE Training	7

“Other Need” written-in response (if any): Dedicated Time allotted for MWEE Training

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Divisional curriculum documents provide structure and support for campus and in situ MWEE explorations. Specific collection and analysis equipment and materials are provided with fidelity to each of the schools for developmentally appropriate explorations. Teacher teams repeat school experiences each year with local partners, collaborate on division wide curriculum writing and revision updates relating to these standards, and secondary level courses are consistently registered to their student capacity.
<b>Challenges in EE:</b>	Teacher turnover, training opportunities available in lieu of Math and Ela priority, and increasing costs for transportation and other items that ensue school or student cost.

# Staunton City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Students have specific field experiences, action projects, and summaries, depending on the grade. As an example, 3rd grade students investigate terrestrial and aquatic ecosystems and how could be improved. They visit nearby outdoor aquatic and terrestrial

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

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

**Describe Isolated MWEEs:**



## Staunton City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide
<b>Physics</b>		<b>Geography</b>	Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>	Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes
			<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Students enrolled in Environmental Science participate in a service learning project that applies content they have learned from the course. This allows students to give back to the community.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	
<b>Physics</b>	System-wide	<b>Geography</b>	Some schools/classes
<b>History</b>		<b>Economics</b>	
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>	
			<b>Other Elective Course</b>
<b>AP Science (any)</b>	None	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Staunton City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	2	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	4
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	2
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	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 the middle school and service learning in the high school.
<b>Challenges in EE:</b>	Balancing time to focus on multiple initiatives is always a challenge. We feel fortunate to have several community partners who are able to help!

# Suffolk City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe Isolated MWEEs:

## Suffolk City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> System-wide
<b>History</b>		<b>Economics</b> None	<b>English / Language Arts</b> Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b>
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None	
<b>AP History (any)</b> System-wide Government		<b>AP English (any)</b> None	

## Suffolk City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	<p>Hands-On Activities: Engaging students and teachers in activities such as field trips, nature walks, and hands-on projects like maintaining a school garden or participating in a water quality testing project. Outdoor Classrooms: Utilizing natural environments as outdoor classrooms where lessons on ecosystems, biodiversity, and conservation can be directly observed and experienced. Partnerships with Local Organizations: Collaborating with environmental organizations, local businesses, and community groups to provide resources, guest speakers, and real-world connections to environmental careers and initiatives. Service Learning: Encouraging students and teachers to engage in service learning projects that benefit the community, such as habitat restoration, recycling programs, or public awareness campaigns.</p>
<b>Challenges in EE:</b>	<p>Time with a fast pace required curriculum.</p>

# Surry County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education Director of Assessment, Career Readiness and Instructional Technology

## Preparedness to Implement Environmental Education

**Preparedness Level: Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

**Elementary School: At some schools/classes at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

**Middle School: At some schools/classes at MS level**

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

Describe Isolated MWEEs:

## Surry County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b> Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b> Some schools/classes
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

## Surry County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:



# Sussex County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:

## Sussex County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Sussex County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	2	Funding for programming / supplies	4
PD/resources for field experiences	4	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	1

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Environmental education is embedded in some of the science courses but emphasis has to be place on the incorporation the MWEE into the curriculum.
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<b>Challenges in EE:</b>	
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# Tazewell County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** 3rd grade participate in Living Soils Week, the Food Fiber Fair; 5th grade participates in Warer Wizard Programs and in Pre-k-2nd as requested by teachers.

**Describe Isolated MWEEs:** same as above

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

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

**Describe Isolated MWEEs:** Kids in the Creek offers hands-on learning about ecosystems, watersheds, and endangered species of the Clinch River. It allows students to connect with their natural geographic surroundings, protect water resources, and practice sustainable practices. Partners with Tazewell Soil/Water Conservation.

## Tazewell County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Field trips that are not limited to Living Soils and Kids in the Creek.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Tazewell County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Project Curriculum, we provide hands-on activities for students that teachers may not have time or resources to present.
<b>Challenges in EE:</b>	Time and funding

# Virginia Beach City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

## Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** In third grade, students design a community garden or improvement for an existing garden. They study soil quality, water conservation, erosion, deposition, and weather. Students then research and brainstorm possible solutions to include more environmental

**Describe Isolated MWEEs:** In the YESS! Program (Young Environmental Sustainability Scientists), high school students from the Environmental Studies Program partner with specific elementary schools. Lessons are taught by the high school students and delivered to students in fourth grade, related to MWEEs, and issues related to watersheds. Students then travel to Back Bay National Wildlife Refuge for an interactive field trip to learn more about issues facing watersheds. They also receive a family national park pass to visit other national parks, free of charge. In select schools, students interact with Augmented Reality Sandboxes to model erosion and run off as issues related to watershed health. Students then research ways to impact their watersheds positively. In select schools, students participate in a partnership with local artists and high school students to explore nature journaling and activism activities related to environmental issues. In select schools, students participated in environmental education activities to become designated at "Tree Campuses" by the Arbor Day Foundation. In elementary schools, students had the opportunity to participate in a STEM Trifecta competition related to designing a floating, functional wind turbine. In grade 5, students participate in a performance task in which they interact with a division-wide data regarding energy usage and study energy usage at their school.

Middle School: **At some schools/classes at MS level**

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

**Describe Isolated MWEEs:** The STEM Trifecta and the Renewable Energy program provides students with opportunities to learn more about environmental education. Most grade level science 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, students study the Chesapeake Bay and design a public facility that is environmentally green. Many middle schools engage students in field trips with local partners at False Cape State Park, Back Bay Wildlife Refuge, or the Chesapeake Bay Foundation (CBF).

## Virginia Beach City Public Schools: ELIT Summary (continued)

### High School: System-wide at any required HS class In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b> System-wide ESP course

**Describe System-wide MWEEs:** Rising 11 and 12 grade students have an opportunity to enroll in the Environmental Studies program at the Brock Environmental Center. Most high schools have either environmental science clubs or environmental science courses that participate in action projects, local field trips and service learning throughout the school year. Some examples include schools that have a federal government partnership designed to restore native species in the watershed and classes/clubs that maintain raised garden beds. Most Earth Science, Oceanography, Environmental Science, and AP Environmental Science (APES) teachers have received training in MWEEs, and while these are included in the curriculum, there isn't a formal structure in place to ensure their consistent implementation. Teachers are expected to implement the MWEE in place in the oceanography unit in Earth Science, as well as through various investigations in APES throughout the school year.

**Describe Isolated MWEEs:** Rising 11 and 12 grade students have an opportunity to enroll in the Environmental Studies program at the Brock Environmental Center. Most high schools have either environmental science clubs or environmental science courses that participate in action projects, local field trips and service learning throughout the school year. Some examples include schools that have a federal government partnership designed to restore native species in the watershed and classes/clubs that maintain raised garden beds. Most Earth Science, Oceanography, Environmental Science, and AP Environmental Science (APES) teachers have received training in MWEEs, and while these are included in the curriculum, there isn't a formal structure in place to ensure their consistent implementation. Teachers are expected to implement the MWEE in place in the oceanography unit in Earth Science, as well as through various investigations in APES throughout the school year.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide AP Environmental Science		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	Some schools/classes AP Human Geography		<b>AP English (any)</b>	None



**Virginia Beach City Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	4	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	4
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

<b>Strengths of EE for Students:</b>	The strongest elements of our environmental education program are the local partnerships and teacher clarity about the science standards. We are always looking for opportunities to expand equitable environmental experiences for schools to provide their students. Teachers are provided professional development opportunities. Teachers have our full support in planning and implementing environmental education opportunities, as well as developing public-private partnerships. In schools/courses where teachers understand the emphasis of the Virginia standards and how the standards support the elements of MWEEs (Issue Definition, Outdoor Field Experience, Synthesis and Conclusions, and Environmental Action Project), they are more likely to prioritize MWEE experiences. This is especially true when they have the support of local partners which allow students to have community-based experiences.
<b>Challenges in EE:</b>	The greatest challenges include teacher willingness to take students outside, perceived lack of instructional time, and understanding of importance of environmental education by all school-based stakeholders. While we have several individuals responsible for implementing various components of environmental education, it can be challenging to coordinate the efforts due to the large size of the division.

# Warren County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:

## Warren County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None
<b>Physics</b>		<b>Geography</b>	None
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None
			<b>Geometry</b>
			None
			<b>Earth / Env. Science</b>
			None
			<b>Civics / Government</b>
			None
			<b>English / Language Arts</b>
			None
			<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None
<b>Biology</b>		<b>Chemistry</b>	None
<b>Physics</b>	None	<b>Geography</b>	None
<b>History</b>		<b>Economics</b>	
<b>Literature</b>		<b>Health / Physical Education</b>	
			<b>Geometry</b>
			None
			<b>Earth / Env Science</b>
			<b>Civics / Gov't</b>
			<b>English / Lang. Arts</b>
			<b>Other Elective Course</b>
<b>AP Science (any)</b>	None	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

## Warren County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	2
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	6
Superintendent / central office support		Other:	5

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Ability to coordinate MWEEs across all grade levels throughout the division.

# Washington County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared (4-8)**

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: **At some schools/classes at MS level**

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

Describe Isolated MWEEs:

## Washington County Public Schools: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
Biology	Chemistry	Earth / Env. Science
Physics	Geography	Civics / Government
History	Economics	English / Language Arts
Literature	Health / Physical Education	Other Required Course

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
Biology	Chemistry	Earth / Env Science
Physics	Geography	Civics / Gov't
History	Economics	English / Lang. Arts
Literature	Health / Physical Education	Other Elective Course
AP Science (any)	AP Math (any)	
AP History (any)	AP English (any)	

## Washington County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	1
PD/resources for field experiences	5	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	1
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest elements of our environment education program are teacher leaders who support and encourage student interest in the study of environmental education.
<b>Challenges in EE:</b>	One of the challenges related to our environmental education program is developing a program at the elementary level.

# West Point Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Watershed, hydroponic gardening, environmental education, outdoor classroom, STEAM

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** Students participate in watershed projects. We have also partnered with a fish hatchery.

**Describe Isolated MWEEs:**



## West Point Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	None
			<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>	None
			<b>English / Language Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	None
			<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	System-wide	<b>Earth / Env Science</b>
			System-wide
<b>Physics</b>	<b>Geography</b>	None	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>		<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## West Point Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1  $\longleftrightarrow$  7 = high need

PD/resources for student action	Funding for programming / supplies
PD/resources for field experiences	Funding for transportation
PD/resources for schoolyard or community as outdoor learning space	Funding for PD
PD/resources for student-centered investigations	Interdisciplinary curriculum planning / standards alignment
Partnership with EE or other community providers	Instructional technology for outdoor investigations
Superintendent / central office support	Other:

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

# Westmoreland County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** Almost all grade levels discuss erosion and weathering during Science and several discuss our location near the Chesapeake Bay. Most grade levels discuss watersheds in some details either in Science or History. We have worked with other organizations as

**Describe Isolated MWEEs:**

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** Grade 6 MWEE programs Classroom Visits from: Northern Neck Soil and Water Conservation District: water conservation/water pollution lesson. Va Cooperative Extension (4H): water cycle interactive activity and data analysis Menokin: watersheds introduction;

**Describe Isolated MWEEs:**

**Westmoreland County Public Schools: ELIT Summary (continued)**

**High School: At some schools/classes required at HS level**  
**In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b> Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**In Elective (non-required) Courses**

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b> Some schools/classes	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

**Westmoreland County Public Schools: ELIT Summary (continued)**

**Needs for Support**

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action		Funding for programming / supplies	6
PD/resources for field experiences		Funding for transportation	
PD/resources for schoolyard or community as outdoor learning space		Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers		Instructional technology for outdoor investigations	5
Superintendent / central office support		Other:	

“Other Need” written-in response (if any):

**Qualitative Self-Assessment**

Strengths of EE for Students:	
Challenges in EE:	

# Williamsburg-James City County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** 4th Grade partnership with James River Association to provide MWEE experience to all 4th grade students including in-class lessons, field experiences, and culminating project.

**Describe Isolated MWEEs:**

Middle School: At some schools/classes at MS level

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

**Describe Isolated MWEEs:**

## Williamsburg-James City County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

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Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	None
<b>History</b>	None	<b>Economics</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

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Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	None	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science, AP Biology	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None

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## Williamsburg-James City County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	6
PD/resources for field experiences	7	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	7
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	4
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The grant partnerships we've been able to build to support environmental education.
<b>Challenges in EE:</b>	Manpower to support teachers knowledge and comfortability with MWEEs



# Winchester City Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 2 schools have a partnership and go to Blandy Experimental farms to learn about our local watershed and then complete projects back at school

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:** Students visit our local waterway to learn about the watershed then return to school for projects on our local streams. We partner with the Cool Spring Campus at SU and with TCEP at ODU.

**Describe Isolated MWEEs:**

## Winchester City Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>		
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>	None	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Winchester City Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	5
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	This only our second year with a science supervisor focusing on environmental education, therefore our focus has been on teacher professional learning on MWEEs and outdoor education.
<b>Challenges in EE:</b>	The greatest challenge is teacher capacity.

# Wise County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

## Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe Isolated MWEEs:

## Wise County Public Schools: ELIT Summary (continued)

**High School: No evidence of MWEE in grade band**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b> None	<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b> None	<b>Chemistry</b> None	<b>Earth / Env Science</b> None
<b>Physics</b> None	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b> None	<b>Economics</b> None	<b>English / Lang. Arts</b> None
<b>Literature</b> None	<b>Health / Physical Education</b> None	<b>Other Elective Course</b> None
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None
<b>AP History (any)</b> None		<b>AP English (any)</b> None

## Wise County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

Strengths of EE for Students:	N/A
Challenges in EE:	N/A

# Wythe County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

## Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe Isolated MWEEs:

## Wythe County Public Schools: ELIT Summary (continued)

**High School: At some schools/classes required at HS level**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b> None	<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b> None	<b>Other Required Course</b> Some schools/classes Biology 101 and 102 Dual Enrollment

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	None	<b>Earth / Env Science</b>
<b>Physics</b> None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None	
<b>AP History (any)</b> None		<b>AP English (any)</b> None	



## Wythe County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	6
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Every student is exposed to it in 9th grade. It is a pre-requisite to Biology.
<b>Challenges in EE:</b>	Keeping up with the latest information.

# York County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator

## Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

## Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** NOAA BWET Grant impacting 4th and 5th grade students MWEE experiences lead by community members and include building teacher capacity in the elementary and secondary schools for teachers to provide their own version of MWEEs using local watershed and scho

**Describe Isolated MWEEs:** Our VA Cooperative Extension schoolyard habitat volunteers support local school MWEE lessons. Currently we are developing a MWEE lesson bank to support EL across the division opened to public view.

Middle School: System-wide at MS level

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** 6th grade students experience a MWEE focused on climate and watersheds in partnership with a local museum. Other grades are based on teacher capacity and willingness to lead a MWEE.

**Describe Isolated MWEEs:** We are currently developing a MWEE lesson bank that will be across grade levels for division and public use. This includes are partnership with VA Cooperative Extension schoolyard habitat volunteers.

## York County Public Schools: ELIT Summary (continued)

**High School: System-wide at any required HS class**

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b>	None	
<b>Biology</b>	System-wide	<b>Chemistry</b>	<b>Earth / Env. Science</b>	System-wide	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Biology and Environmental science teachers attended training on integrating MWEEs in their local watershed and around the schoolyard.

**Describe Isolated MWEEs:** Our VA Cooperative Extension schoolyard habitat volunteers supports MWEEs at the schools.

### In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	System-wide APES		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## York County Public Schools: ELIT Summary (continued)

### Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	1
PD/resources for field experiences	3	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	1
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	2	Other: School admin support	6

“Other Need” written-in response (if any): School admin support

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Providing training by peers in their local watershed/habitat for teachers to create their own MWEE. It has been effective through evaluations and observations of science classrooms.
<b>Challenges in EE:</b>	Limited to science in secondary due to limited access to other content areas to train and integrate.