Pennsylvania Environmental and

Sustainability Literacy Planning Tool

For LEA/District/School/Building

(TEMPLATE)

The PA Environmental and Sustainability Literacy Planning Tool (PA ELIT Plan for LEAs) template for Local Education Agencies or School Districts but may be modified for regional or individual building administration. The ELIT Planning tool is designed to encourage systemic, cooperative effort between administrators, teachers, and facilities managers as they address academic/curricular, environmental, health, wellness and safety goals/needs while enlisting student and community voice and support in the process.

The PA ELIT Plan for LEAs guides districts, distinct building administrators, and curriculum designers as they perform initial audit and inventory of resources/practices, determine areas of existing strengths and needs, areas for improvement, and direction. as LEA's design a systemic plan that addresses each of the components of environmental literacy planning parallel to the PA Environmental Literacy Plan, [Pa Pathways to Green Schools](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/default.aspx), [US Department of Education Green Ribbon School Award](https://www2.ed.gov/programs/green-ribbon-schools/index.html), [Chesapeake Bay Back Pack Healthy and Sustainable Schools](https://www.baybackpack.com/action-projects/healthy-sustainable-school-food-initiatives), [Eco Schools USA](https://www.nwf.org/eco-schools-usa), and many other eco/sustainable school programs and support networks. The LEA level Plan designed to encourage cooperative effort between administrators, teachers, and facilities managers in addressing environmental, health, and curricular needs

The construct of environmental literacy includes the knowledge, skills, and confidence to reason about the ways that human and natural systems interact globally and locally, including the acknowledgement of disproportionately distributed vulnerabilities; participate in civic processes; and incorporate scientific information, cultural knowledge, and diverse community values when taking action to anticipate, prepare for, respond to, and recover from environmental hazards, including mitigating and adapting to climate change ([NOAA, 2020](https://www.noaa.gov/office-education/elp/grants/apply/2020-environmental-literacy-grants#:~:text=Environmental%20literacy%20includes%20the%20knowledge,participate%20in%20civic%20processes%3B%20and)).

# District Profile

| Profile | Response |
| --- | --- |
| **District Name** |  |
| **District Description/Character Statement**  *(This narrative should include components such as demographics, location, surrounding land use, # schools, #teachers, # Students, identification of environmental health and environmental justice issues, active community partners, expected changes in community over the next 5-10 years)* |  |
| **District Vision for Environmental Literacy**  *(This may be dynamic as the community and knowledge base evolve)* |  |
| **District Environmental Literacy Leadership Team Members**  *(NOTE: This can include community partners, faculty, staff, students, and other stakeholders. It is highly recommended that one or more students be part of this team and encouraged to provide voice in each pillar of this template)* |  |
| **How will this plan address issues of equity and access to high quality environmental literacy education in the district?** |  |
| **Program Sustainability and iterative evaluation**  *(May include audits, curriculum review sequence, alignment to comprehensive plans)* |  |

# [Pillar 1: Reduced Environmental Impact](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/Pillar-One.aspx)

Describe how your school, district, or postsecondary institution is reducing environmental impact and costs in the areas below. Use supporting data and reference participation in pertinent benchmarking programs to demonstrate progress where possible. Identification of issues and strategies should be community wide and include student voice and partnerships with facilities and operations management. Bridges to other pillars, including curricular connections are recommended.

| Impact | Goal(s) | Outcome(s) | Strategies |
| --- | --- | --- | --- |
| **Energy conservation and efficiency**  *Reducing or eliminating greenhouse gas emissions; using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;*  *Identify your energy-efficient facilities and practices, ecologically and educationally beneficial uses of grounds, and methods of disposal for solid and hazardous wastes.* |  |  | **Facilities Strategies:**  **Student Curricular Strategies:**  **Student Extracurricular Strategies (including community, clubs, etc.):** |
| **Improved water quality, efficiency, and conservation**    *Improving water quality, efficiency, and conservation; including use of onsite best management practices inside and outside the property.* |  |  | **Facilities Strategies:**  **Student Curricular Strategies:**  **Student Extracurricular Strategies (including community, clubs, etc.):** |
| **Reduced waste production, improved recycling and composting programs**  *Reducing solid, food, and hazardous waste production through increased recycling and composting, reduced consumption, and improved management, reduction, or elimination of toxic cleaning chemicals or hazardous waste.* |  |  | **Facilities Strategies:**  **Student Curricular Strategies:**  **Student Extracurricular Strategies (including community, clubs, etc.):** |
| **Use of alternative transportation to, during and from school**  *Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies* |  |  | **Facilities Strategies:**  **Student Curricular Strategies:**  **Student Extracurricular Strategies (including community, clubs, etc.):** |

Need help with this section? Refer to: [Pillar One: Reduced Environmental Impact](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/Pillar-One.aspx)

# [Pillar 2: Positive Impact on Student and Staff Health](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/Pillar-Two.aspx)

Describe how your school, district, or postsecondary institution improves the health and wellness of students and staff in the areas below. Incorporate metrics and include program participation where possible.

| Impact | Goal(s) | Outcome(s) | Strategies |
| --- | --- | --- | --- |
| **Environmental Health Program**  *Integration of an environmental health program that considers sound health and wellness and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds*  *Encourages implementation of integrated pest management or other preventative protocols in the following areas:*   * *Cleaning and maintenance;* * *Mold and moisture prevention and remediation* * *Reduced exposure to chemical and environmental contaminants;* * *Ventilation, improved indoor air quality;* * *Pest management and pesticide use reductions* |  | *Our district (LEA) will:*  *Every school will:*  *Every teacher will:*  *Every student will:* |  |
| **Nutrition, Fitness and Outdoor Time**  *Describe how your school is working to meet the high standards of* [*Whole School Whole Community, Whole Child health*](https://www.cdc.gov/healthyschools/wscc/index.htm)*. Be sure to include how your school is supporting the following efforts:*   * *Nutrition and improved access to healthy foods in and out of school* * *Outdoors physical activity* * *Other: components you may include are health education, health services, counseling, psychological and social services, sun safety, staff health promotion, and family and community involvement* |  | *Every student will…*  *Every teacher will…*  *Every school will…*  *Our district (LEA) will...* |  |

Need help with this section? Refer to [Pillar Two: Positive Impact on Student and Staff Health](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/Pillar-Two.aspx)

# [Pillar 3: Effective Environmental and Sustainability Education (Summary and Overall Perspective)](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/Pillar-Three.aspx)

School districts can provide opportunities for teachers and students to engage in "awareness to action" discussions and learning programs. As schools implement sustainable practices, teachers need necessary tools to involve students in understanding the reason behind the changes and how they impact the natural and social world in which they live.

| Impact | Goal(s) | Outcome(s) (Suggestion use format familiar to your school culture, design statements in UbD or Core understandings/ essential questions) | Strategies |
| --- | --- | --- | --- |
| **Curriculum**  *Pillar Three focuses on effective environmental and sustainability education, which includes:*   * *Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems;* * *Use of the environment and sustainability to develop STEM content knowledge and thinking skills; and* * *Development and application of civic engagement knowledge and skills.* * *Identification of resources, ancillary curriculum that supplements current, community resources to provide*   Note: consider interdisciplinary learning, development of STEM thinking, and civic engagement  **(Refer to Appendix A: Environmental Literacy Framework)** |  | *Every student will…*  *Every teacher will…*  *Every school will…*  *Every curricular area will...* |  |
| **Instruction**  Note: consider the use of MWEE at each grade level or selective grade levels  **(Refer to Appendix A: Environmental Literacy Framework)** |  | *Every student will…*  *Every teacher will…*  *Every school will…*  *Every curricular area will...* |  |
| **Professional Development** |  |  |  |
| **Community Partnerships**  *(Potential resources to support environmental literacy and facility management planning and instruction may include but are not limited to:* [*Find EE near Me,*](http://www.paee.net/find-ee-near-me.html)[*DCNR Conservation Education Resources,*](https://www.dcnr.pa.gov/Education/Pages/default.aspx) [*PA Game Commission*](https://www.pgc.pa.gov/Education/Pages/default.aspx)*; PA Fish and Boat Commission,* [*PA Conservation Districts*](https://pacd.org/)*)* |  |  |  |
| **Funding**  [Pennsylvania DEP Environmental Education Grant Program](https://www.dep.pa.gov/Citizens/EnvironmentalEducation/Grants/pages/default.aspx) invests in schools to improve environmental awareness among students and staff alike. |  |  |  |

Need help with this section? Refer to [Pillar Three: Effective Environmental and Sustainability Education](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/Pillar-Three.aspx)

# [Pillar 3: Effective Environmental and Sustainability Education](https://www.education.pa.gov/Teachers%20-%20Administrators/GreenSchools/Pages/Pillar-Three.aspx)

To complete this table, be sure to identify where there are existing environmental literacy components in each grade band including field experiences, outdoor laboratories, and explorations, after school or camp settings. You may also include programming offered in out of school time such as 21st Century Programs, Migrant Education, or enrichment programs.

Refer to Pillar 1 & 2 to identify the opportunities where students may be engaged in school grounds-based opportunities. Additionally, consider what issues or opportunities exist within the wider community that may be appropriate for supporting student investigations.

We recommend clearly labeling which elements are Meaningful Watershed Educational Experiences (MWEEs), as opposed to stand alone field experiences or other environmental literacy activities. MWEEs should include issue investigation, outdoor field experiences, synthesis and conclusions, and stewardship and civic action. The Environmental Literacy Model (ELM) and Think Cloud can be helpful planning tools for developing MWEEs. [Environmental Literacy Model.](https://cbexapp.noaa.gov/pluginfile.php/86376/mod_resource/content/2/MWEE%20Tool--ELM%20Form_508_rev01_editable.pdf)

[Think Cloud](https://www.cbf.org/document-library/education-resources/mwee-toolbox.pdf)

| **Grade** | **Title/ Investigative Issue** | **Connection to Standards** | **Outdoor Learning Location** | **Current or Potential Partner** | **Funding** | **Professional Development and Supports** |
| --- | --- | --- | --- | --- | --- | --- |
| **K** |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |
| **High School** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### Supportive Programming

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Title/ Investigative Issue | Connection to Standards | Outdoor Learning Location | Current or Potential Partner | Funding | Professional Development and Supports |
|  |  |  |  |  |  |  |

# Appendix B

## Opportunities and Mechanisms for Growth

* [Audit: ecoschool template](http://nwf.org/~/media/PDFs/Eco-schools/Eco-SchoolsUSA%20EnviroReview12-7-15EditsUPDATED.pdf)

## Professional Development

* PLC
* Peer Training
* Cross Disciplinary Communication tools and networks

## Systemic Approaches

* Content
* Instructional Methods

## Facilities Management

* Outside Partnerships (PD with outside partners)