Crosslake Community School 2022-23 Environmental Literacy Plan

Overview

The Environmental Literacy Plan (ELP) must address how the school will implement its environmental education program (EE) and measure progress toward its contractual goals. The ELP must address how all students in the school will move along the awareness to action continuum toward becoming more environmentally literate. The school does not have to identify specific activities for all grade levels in each Indicator Area, but may choose to target activities in one or more Indicator Areas to a certain age group or grade. However, all grade levels the school serves must be identified in the ELP.

In each Indicator Area, the school must identify one or more strategies it will implement to achieve the goal, and how it will measure whether students are achieving or making progress toward the identified goal.

There are a variety of ways to track student growth in these areas. By far the biggest challenge is gathering the data. It must be a school-wide effort to implement evaluation tools and assessments, gather data, and report that data to the EE Coordinator, school leader, or other person identified in the school. OW will gather data about the school's progress toward its EE goals through a variety of tools, including the EE Survey and Annual Report.

The following pages contain an Environmental Literacy Plan template. Each section states the goal and requires the school to identify a strategy for implementation and an evaluation method for determining if the strategy effectively moved students toward the goal. You can think of the goal as a destination, a strategy as your road map for getting there, and the evaluation method as a compass to tell you if you're on track.

Crosslake Community School 2022-2023 Environmental Literacy Plan

Indicator Area 1: Awareness

Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.

Goal: Students and staff at Crosslake *Community School* have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Seat Based Strategy 1.1

- Students in grades 5-8 will learn that different instruments come from different materials from the environment.

Seat Based Evaluation method 1.1

- Students in grades 5-8 with an attendance rate of 90% or higher within the October 2022 snapshot will be given a pre and post test, identifying different instruments and the materials they are made of. 85% of the students will be able to obtain 85% or higher via the post test.
- Results: 46/46 or 100% of the students in grades 5-8 were able to obtain a grade of 85% or higher on their post test. Students first discussed the general use of our environment in instrument making. They dove into the topic of the use of different woods that are used to make ukuleles. They watched a slideshow that compared Hawaiian Koa trees to American Mahogany. They compared and contrasted ukuleles made of oak and maple. Students learned about the differences between sound, culture and sustainability. The classes had discussions about how many of the trees used to produce instruments are made out of trees that occupy the area. Will they grow back? It does matter how quickly a tree grows back. Students learned about the importance of replanting and using sustainable sources. Classes also learned about how culture and demand plays a role in how ukuleles are made. The students were able to identify how using certain trees can impact the environment in

different ways.

Seat Based Strategy 1.2

- Pre-K and K students will learn what monarchs need to survive by raising and observing monarch butterflies from egg to adult.

Seat-Based Evaluation method 1.2

- Students in grades PK and K with an attendance rate of 90% or higher within the October 2022 snapshot will observe the monarch butterflies using a journal. 75% of the students who have been in attendance using the aforementioned criteria will be able to identify the stages of monarch butterflies with 100% accuracy and what they need to survive in each stage by May 2022.
- Results:35/35 or 100% of the prek-K students were able to identify the stages of the monarch butterflies life cycle and also identify what the monarch butterflies need in order to survive. To learn this , students kept a butterfly journal, did a butterfly art project and raised butterflies in class.

Online Strategy 1.1

- The student will understand that human activity has consequences on living organisms and ecosystems and that personal and community health can be affected by the environment, body functions and human behavior.

Online Evaluation Method 1.1

- Students in online 10th grade Biology B will take a pretest (considered an assignment not to be exempted) composed of 20 questions and the results will be documented. Upon completion of the unit, the student, if he/she has fulfilled the attendance and time requirement, will increase their initial score by at least 10% on the posttest/assignment.
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- *Pre/Post Test

- Results: 20/20 students participated. The average increase for the group was 12%.
  Ten out of 20 increased by 10% or more. (50% met the goal).
  Seven out of 20 increased by less than 10%.
  One out of 20 got the same score.
  Two out of 20 decreased. (By 5% and 15%)

Online Strategy 1.2

- The student will become aware that even our clothing pollutes the environment and can be recycled or repurposed.

Online Evaluation Method 1.2

- Students in 9-12 will complete an interdisciplinary MESS-E (math, english, social, science, elective) project on clothing pollution and recycling. A survey will be given to the students and 70% that complete the project will indicate awareness that clothing causes pollution by naming at least 2 ways in which manufacturing new clothing harms the environment and that clothes can be recycled or repurposed.
- Survey
- Results: 232/245 Students completed this project. 100% of the students who completed the project were able to name at least 2 ways in which manufacturing new clothing harms the environment and that clothes can be recycled or repurposed.

Indicator Area 2: Knowledge

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

Goal: Students and staff at *Crosslake Community School* have the knowledge, or are increasing their

knowledge, of human and natural systems and processes.

Seat Based Strategy 2.1

- 5th grade students will be able to describe, compare and contrast how soil is made in nature (such as in forests) and how soil is made through composting.

Seat Based Evaluation method 2.1

- Students in Grade 5 with an attendance rate of 90% or higher within the October 2022 snapshot will compare and contrast forest soil with composted soil within a field journal with drawings, labels, and explanations. 85% of students will be able to reach a level 3 knowledge or above.
- Results:10/10 or 100% of the 5th grade students were able to reach a level 3 or higher using our rubric to measure their knowledge of soil vs composted soil in their field journals. Students learned about composting and soil. Then they compared compost to soil from our school forest. Students compared and contrasted the similarities and the differences between the 2 types of soil. Students kept a detailed soil journal to demonstrate their understanding between soil and composting.

4	3	2	1
In addition to 3 level knowledge, students will be able to identify additional factors that create soil including proper moisture and heat. They will be able to hypothesize the time it takes to create soil in nature and in compost.	Students draw, label, and explain how organic matter combines with weathered rock over time in a natural system. They will be able to identify and explain how invertebrates and microorganisms help to breakdown organic matter within a natural system and within composting.	Students will be able to identify that there are layers in soil in natural systems and organisms that live within.	Students understand that soil grows plants and is needed for food.

Online Strategy 2.1

- In a module in online 9th grade Physical Science B, students will increase their knowledge on biodiversity and to raise awareness for its conservation. Students will participate in a learning module on biodiversity

Online Evaluation 2.1

- Students in online 9th grade Physical Science B will be given a pretest to assess their knowledge and attitudes on biodiversity prior to accessing the module including “Why is biodiversity important and how can it be preserved?” Upon completion of the unit the students will be tested again to see how their understanding/attitude has changed. The expectation is each student will increase their initial score by at least 10% if they fulfill the time requirement necessary to finish the module.
- *Pre/Post Test
- Results: 48/49 students who took the pretest also took the posttest with an average increase in score of 3.21 points out of 13 (25% average increase)

Online Strategy 2.2

- Students will be able to list and describe different ways people contribute to water pollution.

Online Evaluation 2.2

- Students in 9-12 will complete an interdisciplinary MESS-E project on water pollution. At least 70% of those students that complete the project will describe 3 ways people are responsible for water pollution.
- *Rubric
- Results:We did not complete this project. To increase participation in our MESS-E activities we extended the semester 1 project to last the whole year rather that switching for semester 2.

Indicator Area 3: Attitudes

Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.

Goal: Students and faculty at *Crosslake Community School* have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Seat Based Strategy 3.1

Goal: 5th and 6th grade students will regularly read environmental debate and informational text topics in monthly issues of Scholastic SCOPE Magazine. Students will form an opinion and create media to inform members of their school community. Students will also complete a pre and post survey to explore their attitudes related to the topic.

Seat Based Evaluation 3.1

Pretest Qs:

1. List items you enjoy in a cold lunch.
2. When you choose lunch items, how much do you think about the resulting waste?
   A lot, somewhat, a little, I don't think about it

Posttest Qs:

1. List some cold lunch items you would enjoy that do not create waste?
2. List some creative ways to pack food items with little resulting waste?
3. In the future, how much will you think about the amount of waste resulting from your cold lunch?
   A lot, somewhat, a little, I won't think about it
4. List some information that made an impact on your thinking about cold lunch waste.

Results: 19/20 or 95% of students demonstrated on their post test that they had an increased awareness and concern for the environment by changing their attitudes about what they would pack for lunch to reduce their lunch waste.The students read articles in Scope magazine and had class discussions about the importance of reducing waste. Students created posters about how to pack a trash free lunch. The unit significantly impacted the number of students who now think about the amount of waste they create when packing lunch or snack items.

Seat Based Strategy 3.2

- Students in 6th grade health class will compare and contrast the packaging of various items

and will identify ways to minimize waste. They will write about their feelings regarding over packaging of items

Seat Based Evaluation method 3.2

● Students in 6th grade health class with an attendance rate of 90% or higher within the October 2022 snapshot will write a pre and post statement and/or take a pre and post survey of how they feel about the amount of packaging for items and how too much packaging/material waste affects the Earth. Ninety percent of students will increase their attitudes towards packaging and material waste for at least 3 questions/categories.

Results:10/11 or 90% of the 6th grade health students using a post test survey showed that they had increased their attitude about how too much packaging and material waste is harmful to the earth. Students watched a video, "The World's Packaging Waste." They took a survey. Students remarked that even though they are aware that there is trash around they didn't realize how "bad" it is. The class also had discussions about packaging and what they can personally do to reduce their use. Students journaled about their feelings and took the post quiz.

Seat Based Strategy 3.3

Students in grade 8 with an attendance rate of 90% or higher with the October 2022 snapshot will calculate CCS plastic consumption for one day. They will then design solutions to reduce the volume of plastic within our school.

Seat Based Evaluation method 3.3:

Students will create models based off of Precious Plastic principles/machines.

They will then calculate the volume of CCS plastic before and after shredding. They will then compare and contrast plastic volume numbers before and after shredding.

Students will write statements comparing and contrasting their before and after numbers and write an opinion statement on plastic consumption.

85% of students will receive a 3 or above on the rubric.

	4	3	2	1
Math	Students will calculate before and after plastic volume with 90% accuracy or above.	Students will calculate before and after plastic volume with 75% accuracy.	Students will calculate before and after plastic volume with 60% accuracy.	Students will calculate before and after plastic volume with 50% accuracy or below.
Attitude	Students will clearly articulate the negative effects of plastic volume and will design further methods to reduce plastic consumption at our school and personally.	Students will demonstrate the negative effects of plastic volume at our school and clearly articulate at least 1 thing they could personally do to reduce their plastic consumption.	Students will be able to articulate the negative effects of plastic volume at our school.	Students will understand that plastics are undesirable for the environment.

Results: 13/13 or 100% of 8th grade students scored a 3 or higher using the rubric above to calculate the volume of plastic and demonstrate the negative effects of plastic volume at school and were able to articulate at least 1 thing that they could personally do to reduce their plastic consumption. Students collected 3,420 cubic inches of collected recycled plastic from our school. The class learned about how much plastic is created annually and that less than 10% of plastic is recycled. They learned about the sorting, cleaning and process of recycling plastic. The students brainstormed ways that we can be better about recycling our plastic and ways of reducing the use of single use plastics at home and at school. They also learned about alternatives to single use plastics.

Online Strategy 3.1

- K-5 online students at CCS will show their attitudes about interacting with the environment through an end-of-year environmental stewardship attitudes survey. With 70% of our students showing a high scale of concern for the environment and their ability to affect it. Throughout the school year, they will participate in a variety of environmental activities including virtual experiments, field trips, and activities designed to increase awareness of the human effect on nature. We will also focus on ways in which we can minimize our negative impact on nature through everyday choices.

Online Evaluation method 3.1

- A survey will be given to our online students in grades K-5 toward the end of the year. The test will be given orally, with students answering either positively or negatively to each statement. It will be given orally in order to accommodate all age ranges and reading abilities. The expectation is that 70% of the students surveyed will answer 9 or more of the 15 questions with a positive response. Thus showing a positive attitude towards environmental stewardship.
- *Survey
- **Results:** 14/19 Students completed this survey. Of those students 100% answered 9 of the 15 questions with a positive response.

Online Strategy 3.2

- Third-grade online students at CCS will show an increasing awareness of the impact they have on the environment around them through lessons and activities in Science. Third-grade students enrolled in 3B science will complete module 2 lesson 23.1 Interdependence of Man lesson and assignment. Students will track the trash they throw away for one week and make observations about their trash use.

Online Evaluation 3.2

- Students will make observations about how much and what kinds of trash they throw out in a week and write 2 paragraphs about the observations they have made. As part of this assignment, they will also identify one way in which they can help care for the environment. Of the students completing this assignment 75% will score a minimum of 9/15 according to the scoring rubric.
- *Rubric
- **Results: 1/1 students participated in this assignment. 100% of students participating in this assignment scored a minimum of 9/15.**

Indicator Area 4: Skills

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

Goal: Students and faculty at *Crosslake Community School* have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Seat Based Strategy 4.1

- Students in grades 1 and 2 will be able to sort between recyclable and reusable materials.

Seat Based Evaluation method 4.1

- Teachers will monitor this skill with at least 80% of the 1st and 2nd grade students with an attendance rate of 90% or higher within the October 2022 snapshot will be able to sort their trash without prompting. The following checklist will be used:

# of students that could sort between recyclable and reusable materials without prompting # of students that could sort waste with little prompting # of students who need help sorting all of the waste materials

Results:38/40 or 95% of 1st and 2nd graders were able to sort trash without prompting. Identifying which items go into garbage, compost and recycling. 38/40 students or 95% were also able to identify items that could be reused.Using "Conservation of Natural Resources" resource the teachers deepened students' understanding of the topic of reducing, reusing, recycling and composting. Students also watched videos, did hands-on sorting activities and had whole group discussions.

Online Strategy 4.1

- Students in the online middle level (6th, 7th, and 8th grades) environmental education will study an environmental issue that impacts society. They will analyze the various points of view on the issue and how it impacts citizens, and then participate in a synchronous debate on the issue. Students who do not participate in the debate will articulate the issue and the various points of view in writing or orally with the teacher.

Online Evaluation Method 4.1

- In the middle school (6th, 7th, and 8th grades) environmental education class, at least 50% of students will participate in a synchronous debate on the different positions on an environmental issue (or will prepare an essay or an oral report on these positions if they cannot participate in the debate). All students who complete the debate assignment will show at least a 10% increase in awareness of the complexity of solving an environmental issue through a pre/post survey on the issue.

*Pre/Post Test

Results: 75% (33/44) of the middle level students participated in "The Great Energy Debate" and completed the debate or paper or oral report. There was a 32% increase in awareness of the complexity of solving an environmental issue.

- **The final survey showed that 94% of those students agreed that solving an environmental issue is complex; this was up from 62% before the unit.**
- **85% agreed that it is not easy to solve environmental issues, up from 50% before the unit.**

Online Strategy 4.2

- Students will be able to discuss the difficulties of solving water pollution problems.

Online Evaluation 4.2

- 9-12 students will complete an interdisciplinary MESS-E project on water pollution. Of those that complete the project, at least 70% will be able to discuss 2 major issues that make it difficult to solve water pollution.
- *Rubric
- **Results:** We did not complete this project. To increase participation in our MESS-E activities we extended the semester 1 project to last the whole year rather that switching for semester 2.

Indicator Area 5: Action

Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

Goal: Students and staff at *Crosslake Community School* demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Seat Based Strategy 5.1

- Students in 7th grade with regular attendance October 2022 snapshot will evaluate our school's lunchroom food waste and help reduce it by 10% by the end of the year. Students will weigh lunch waste one day per week and track progress and educate others on the importance of not wasting food.

Evaluation method 5.1

- Students will weigh food waste weekly and educate other students on ways they can reduce food waste. Students will create posters and go into classrooms to explain and educate students of the importance of reducing food waste. 90% of students with regular attendance in our October 2022 snapshot window will create a poster that is evaluated at a level 3 or higher using the following rubric.

4	Poster clearly identifies two ways that students can reduce lunchroom food waste at school and includes one way that food waste can be reduced at home.
3	Poster Clearly identifies two ways that students can reduce lunchroom food waste.
2	Poster clearly identifies at least one way that students can reduce lunchroom food waste.
1	Poster doesn't clearly identify at least one way that students can reduce lunchroom food waste or contains incorrect information.

Results: 10/10 or 100% of the 7th grade students created a poster and powerpoint that was evaluated by a level 3 or higher using the rubric above that educated our school on ways that we can reduce our lunch waste. Students learned about the amount of waste that our school lunches create and the importance of reducing our waste. They had class discussions to find their "why". Students weighed our school lunch waste. Then they created powerpoints and posters. Some students did a presentation for our entire school to educate them on what individuals can do to help reduce our lunch waste. Students continued to weigh our lunch waste weekly, they hung posters throughout the school reminding students of the importance of reducing our lunch waste and ways that they can help.

Seat Based Strategy 5.2

- Students in 8th grade participate in a debate surrounding an environmental issue. **Seat**

Based Evaluation method 5.2

- 85% of the 8th grade students with an attendance rate of 90% or higher within the October 2022 snapshot will be able to correctly identify at least 2 pros and 2 cons of the environmental

issue and create an action statement identifying why and how they will help improve this environmental issue for the better.

Results:13/13 or 100% of our 8th grade students participated and formed arguments in a debate that focused on different environmental issues. . Each student was able to correctly identify at least 2 pros and 2 cons for the issue. Additionally, each student was able to write an action statement on how they can help improve the issue. Each class researched, formulated arguments for both pro and con on their assigned issue.Then in front of the middle school students and teachers each 7th and 8th grader participated in a debate that related to their issue.

Seat Based Strategy 5.3

Students in grades 3 and 4 will learn about Common Loons and how humans impact their population. Through their studies of The Common Loon and their nesting habitats, students will come up with an action plan that will help The Common Loons in the Crosslake area.

Seat Based Evaluation Method 5.3

- 90% of the students with an attendance rate of 90% or higher within the October 2022 snapshot will participate in an informational poster campaign on how people in Crosslake could positively impact the Common Loon population. 90% of students within the snapshot will get a 3 or higher on their poster using the rubric below. Posters will be distributed locally in businesses and community areas around Crosslake.

Loons Community Poster Rubric

4	Poster includes three ways that people can protect loons and provides three clear examples.
3	Poster includes two ways that people can protect loons and provides two clear examples.
2	Poster identifies one way that people can protect loons and provides clear examples.
1	Poster doesn't clearly identify a way that a person could protect loons or contains incorrect information.

Results: 40/40 or 100% of 4th grade students were able to create a poster at a level 3 or higher using the rubric above. Posters were hung in areas throughout Crosslake and the surrounding communities to help educate the public about The Common Loon and how we can positively impact the population.Students read an article called "The Common Loon", watched 2 videos, "Unraveling the Mysteries of the Common Loon" and "Mississippi Flyway". One class used loon colored paper to create their poster, the other used a weaving method to create the loons for their posters. Lastly, they read an Inuit Mythology story called "The Raven and the Loon".

Online Strategy 5.1

- The online 9th-12th grade high school students will learn about the dangers of chloride in our waters and participate in the Izaac Walton League Salt Watch.

Online Evaluation method 5.1

- Of the online program students in the 9th-12th grades, 65% of students will participate in the Izaac Walton League Salt Watch project. Of the students participating in the civic project, 55% will indicate increased motivation to protect our waters from chloride contamination, and increased knowledge of what actions can lead to chloride contamination according to the survey.
- *Survey
- **Results:129/200 students participated in a Salt Watch survey**

  Survey results

  Indication of motivation to protect waterways from chloride contamination

  Pre-survey - 71.2% motivated or very motivated

  Post-survey - 97.4% motivated or very motivated

  Knowledge of actions that can lead to chloride contamination

  Pre-survey - 84.8% correctly identified 3 or more actions

Post-survey - 88.89% correctly identified 3 or more actions

Online Strategy 5.2

- Middle level students will complete a civic action project (from a list of choices throughout the year).

Online Evaluation 5.2

- At least 50% of the middle level students will complete a civic action project of their choice. Of the students who complete the project, 75% will indicate motivation to care for the environment, according to the rubric (score of 3 or 4).
- *Rubric
- **Results: 75% (33/44) of the middle level students completed a civic action project.**
  91% agreed or strongly agreed that they learned the importance of caring for the environment in doing the project.
  79% agreed or strongly agreed that the project inspired them to do more actions to care for the environment.
  78% agreed or strongly agreed that they are motivated to do more to care for the environment.

Additional Questions

1. Describe the school's approach to environmental education.

In our seat-based program, we try to embed EE into as many things as we possibly can. As a school we have really focused on Reducing, Recycling, Reusing, and composting. We had many projects throughout our school that focused on reducing the amount of packaging our school uses. First and second graders focused on learning and educating our school on recycling. We created posters in the cafeteria which shows which items on our school lunches can be recycled, which are compostable (although we feed pigs with our compostable food waste.), and which items are garbage. Our 7th graders did a presentation to our school on ways to reduce lunch waste. They also hung posters throughout the school that showed ways that we can reduce food waste. Students became very aware of their choices about packaging. Most classes participated in some sort of reusing project. Our Middle School students made raised flower beds out of used pallets. Then we lined the flower beds with plastic that was used to wrap a boat for winter storage. PreK- 2 grade students made recycling monsters that they took home to put their recycling in. Many classes made Mother's Day coasters or trivets out of old t-shirts. The kids thought that the projects were very cool and they loved taking items that could be considered garbage and creating something new out of them. All students participated in community roadside trash clean up. We collected over 40 pounds of trash and recycling.

This year we tried to utilize our Solarium more. At our school open house all students were encouraged to plant vegetable seeds. Some seedlings were put in our aquaponics system, some seedlings were put on raised beds. The veggies that we grew were then used in our school lunches. Students looked after both the plants and the fish in our solarium. We also hatched chicken and duck eggs. The baby chicks and ducks stayed with us for about a week and were a huge hit.

We continued to take advantage of our school forest and our outdoor classrooms. Teachers took their classes outside for EE activities as well as using the outdoors as a teaching space. In February we were able to collect an Eagle's nest. Students are excited to do more with it next year.

In May, all students attended the We Are Water Exhibit in Pine River. The exhibit featured statewide and local information about Minnesota's position as the headwaters of three major basins; the sacredness of water to Minnesota's first peoples, the Dakota and Ojibwe; land changes over time; the current stresses on water; steps needed to make progress; and stories about the meaning and use of water by local people. In a post survey students reported that they learned a lot about the importance of keeping water clean and acould identify at least 1 way that they could help.

Our online EE program is unique and evolving. We work hard to incorporate environmental education within activities for all students at all grade levels. Translating EE activities to an online program is challenging at times but we have come up with some great ways to do it. This school year we launched our MESS-E projects. This is an interdisciplinary themed project (math, science, social studies, and electives) with components in each subject area. Our focus was clothing pollution and recycling.

We have also been offering in person field trips to our students. We have participated in 2 tree planting sessions, a loon center visit and a We Are Water Interactive exhibit. As an online program we did not have a huge turnout but we did have some students participate and shared a virtual field trip with students who did not attend. I expect the attendance for these events to increase as they become more common.

In our elementary program we continue to implement Science Wednesday which is a multi-grade level weekly science meeting with an environmental focus. It is so much fun and we have a good consistent turn out even though it is an optional meeting.

Online nature journaling, virtual and in person field trips and Earth week games and activities have also continued this year in all grade levels with much success.

It is not always easy to find EE resources that fit well in to an online program. By creatively modifying classroom lessons and creating new ones we are building a great resource library for teachers to draw from and getting a little better each year.

2. What have been your successes and challenges related to environmental education this year?

   Seat Based - Overall, we had a very successful school year with EE. Classes met their goals and all students had opportunities to participate in EE in a variety of ways. I think that one of the challenges is that sometimes we bite off a little more than we can chew. All year I was trying to get our middle school students to get involved in the MN phenology network, and I just couldn't make that happen. I struggled to find the resources and the time that I needed to get it done. So unfortunately, that project has to be pushed back for next year.

   Online - I believe our MESS-E project implementation was one of our biggest successes this year. We had a lot of participation and a lot of positive feedback from students. We were not able to implement both projects we initially planned for the year. However, by extending the semester 1 project on clothing pollution to the entire year we offered students more time to engage with the lessons and activities with much success. We also learned a lot about how to move forward with this project.

3. What voices are being centered in the school's EE program? What voices are currently missing in the EE program?

   Seat-Based- We had participation from almost all staff in our EE projects in some way, even our kitchen and janitorial staff helped kids with recycling and composting as needed. I'd like to see us introduce more of the native perspective to our EE program. I'm hoping to connect with an expert to help us do more with that. Maybe make something like a wigwam or teepee.

   Online - I feel like we have a great representation of teachers from all grade levels actively participating in the planning and implementation of our EE curriculum. I do feel like our language arts and social studies teachers could benefit from a stronger voice. I feel like environmental education falls more easily into our science areas while the language arts is a little harder to see.

4. Based on the results from this year, what are some of your plans for EE in the school next year? Include how you plan to increase students' environmental literacy during periods of distance learning should they occur.

Seat- Based- I would like to get a naturalist up to our school to help us identify plants in our school forest. I would also like to try to get at least some of our middle school students to get signed up for the MN Phenology Network. I would really like to try to connect with an expert that could help teach our students about the traditional ways of Minnesota's first people and learn about the connection that they had with the land and water.

If we have to go into distance learning, we are very fortunate because students will still have access to the nature around them. (We have a lot of woods and a lot of water in our area.) We will do our same projects, just on a smaller scale using what students have in their homes and in their backyards. We have gotten much better at finding ways to measure their growth if they aren't in person. Using pictures of their work or doing online google quizzes are ways that we can measure growth whether we are in person or distance learning.

Online - One of the biggest takeaways from this year is our MESS-E project implementation. Based on what we learned this year we are moving ahead with just one year long project. Next year we will implement our water pollution project and it will last through the whole school year. We have also worked this year to create a data base of projects specifically planned for online use from the Project Wet curriculum and I think this will be very useful as we learn more about our water. As an online program we do not change anything for distance learning.