



District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools District 2015-2019

Name of Superintendent: Dr. Kevin Fitzgerald
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: Caesar Rodney School District
(As it should appear on an award)

Address: 7 Front Street, Wyoming, DE 19934



Telephone: 302-698-4800 Fax:

Web site/URL: E-mail: kevin.fitzgerald@cr.k12.de.us

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Date: 2/9/2019

(Superintendent's Signature)

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Delaware Department of Education

Name of Nominating Authority: Mrs. Tonyea mead

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: 2/9/11

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your district is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments, being sure to cover equally all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only districts that document progress in every Pillar and Element can be considered for this award.



1. District Profile

District Name: Caesar Rodney School District
 Street Address: 7 Front Street
 City: Wyoming
 State: Delaware
 Zip: 19934
 District Website: <https://www.crk12.org/domain/1179>
 Superintendent Name: Dr. Kevin Fitzgerald
 Superintendent Email Address: kevin.fitzgerald@cr.k12.de.us
 Superintendent Phone Number: 302-698-4800
 Number of schools in district: 12
 Total district enrollment (Fall 2018): 8,020
 District demographics:

Race/Ethnicity	
American Indian or Alaska Native	0.32%
Asian American	3.28%
Black or African American	26.62%
Hispanic or Latino	9.51%
Multi-Racial	6.85%
Native Hawaiian or Other Pacific Islander	0.19%
White or Caucasian	53.23%
Residence	
Foster Care	0.31%
Homeless	1.8%
Migrant	*
Military Family	9.88%
Other Characteristics	
English Learners	4.08%
Low Income	27.61%
Students with Disabilities	16.35%



Lead Applicant Name (who prepared the application): Todd Klawinski
Lead Applicant Title (e.g., Facility Manager): Environmental Education Specialist
Lead Applicant Email: todd.klawinski@cr.k12.de.us
Lead Applicant Phone Number: 302-698-4800

Application Team Members (Others who helped prepare this application)

Ken Starke	Supervisor of Facilities Management
Michael Kijowski	Supervisor of Instruction, Math/Science
Jessilene Corbett	Supervisor of Instruction, Secondary Education
Megan Dalfovo-Szabo	STEM Resource Teacher

The **Caesar Rodney School District (CRSD)** is proud of its many exemplary initiatives. Several years ago, **Caesar Rodney High School (CRHS)** formed our district's first student led environmental organization, the *Earth Club*. In 2017, *Earth Club* was rebranded as the *EcoTeam*. Today, we have a district wide *GreenTeam* leadership group, comprised of building administrators and department heads. Based on the **CRHS** model, each of our twelve schools has established their own student led *EcoTeam* as part of our district's network of student organizations. All of our students from pre-K through grade twelve now have an organized outlet to share and work out their ideas for Delaware green schools and to collaborate with each other. Students have even more opportunity now to make a measurable difference as 21st century leaders, working together to develop sustainability action plans for their schools.

Our district feels a sense of urgency to continue improving environmental education programs and decreasing our negative environmental impact into the future through planning, collaboration, and innovative thinking. This is evident with **F. Niel Postlethwait Middle School's** recognition as a 2017 **USDOE Green Ribbon School**, the first in Kent County, DE. Postlethwait Middle, along with **Allen Frear Elementary School** and the **John S. Charlton School** for special needs students, comprise a facility we now call **The EcoCampus at CRSD**. *The EcoCampus* is currently evolving into a district hub for green schools initiatives, teacher professional development, and student field experiences. As a follow up to this past summer's green schools professional development courses, district teachers attending each course were provided with resources to facilitate installation or renovation of outdoor classrooms, community gardens, and compost centers on their campuses. Complementing these new facilities throughout the district, we have installed rain gardens to manage storm water and interpretive signage to provide environmental education throughout the year. Our **Child Nutrition Team** has even started taking in some of the harvest from the school gardens to introduce food tastings to our students who may not get adequate fresh food at home.

To encourage and support CRSD green schools initiatives, we partner with several community organizations like the **Delaware Solid Waste Authority (DSWA)** and **Delaware Department of**



Natural Resources and Environmental Control (DNREC) who provide educational experiences and resources to help us better understand and manage our solid waste stream. **US Fish and Wildlife Service (USFWS)** has partnered with us for many years providing valuable resources and expertise as we transform portions of mowed turf and drainage swales into native habitat with increased biodiversity. **National Wildlife Federation (NWF)** and our local **Green Building United (GBU)** support us along twelve pathways of the **Eco-Schools USA** program which provides unique learning experiences through effective "green" management of school grounds, facilities, and curriculum. Local businesses like **Wyoming Millwork Co.** and our local branches of **LOWES** and **M&T Bank** recognize our commitment to green schools providing regular mini grants to fund various projects. This school year we wrapped up our district's participation in a statewide **National Oceanic and Atmospheric Administration (NOAA)** B-Wet grant which partnered three of our schools with DNREC. This grant helped us facilitate and pilot Meaningful Watershed Education Experiences (MWEE), install or amend outdoor classrooms, and helped us survey schoolyard biodiversity. Community partnerships also support our commitment to Next Generation Science Standards (NGSS) as CRSD's **Instruction Department** begins to explore ways to bring more STEM lessons outdoors.

In 2016 we completed an energy audit of ten of our school buildings, our district office, and our maintenance building. This data is being used as a baseline to create a comprehensive energy management plan for the district as well as individualized action plans developed by students at each school. Though two of our twelve schools, **Air Base Middle School** and **Major George S. Welch Elementary School**, are on Dover Airforce Base and were not able to be included in this audit, both of these antiquated buildings are being demolished and are soon to be replaced by **LEED Silver Rated** buildings that are **ANSI/BIFMA Compliant** and **SCS Gold Indoor Air Quality Compliant**. Additionally, these schools are designed and recognized as **21st Century Education Schools**. This design framework pays special attention to physical, social/emotional, and academic environments. Furnishing is durable and maintainable with layouts that are interchangeable and multi-use with flexible seating for all modalities of learning. The *Collabratorium* is a community space designed to nurture independent study, project based learning, one on one peer coaching, and team approaches to teaching. Students in these two new buildings are now creators of their environment and content, spending their day in spaces that are well lit with natural light and that nurture students' choice of spacial control by making learning the center of design. Both elementary and middle school 'neighborhoods' are watershed themed. As students travel through the building they are immersed in their local estuary starting with a vestibule housing a giant floor map of the St. Jones River and Chesapeake Bay watershed, glass partitions etched with topographic mapping, natural shapes, textures, and color pallet. With the inclusion of expansive windows and modern art studios that open up to outdoor patios, students are never disassociated from nature with views and access to the estuary just meters away. As we continue to plan for 21st century sustainable schools across the district, lighting throughout the district will be replaced with LED technology by 2020, power strips are provided to classrooms to decrease 'vampire' waste, and motion sensor light switches continue to be installed in key locations. Alternative energy sources include geothermal energy which is currently used to run four of our schools like **Frear Elementary** and **Brown Elementary**, a solar array which is installed at **CRHS** in their *Outdoor Classroom*, and a wind turbine installed at our new **Air Base Schools**.



Though these technology upgrades are important, without effective environmental education of our growing community, environmental literacy would stagnate. In response to this, our district developed an innovative, unprecedented public school position within our **Instruction Department**. In 2017, we hired our first *Environmental Education Specialist* (EES) whose responsibility it is to advise us along the three pillars of USDOE Green Ribbon Schools. Now in its second year, the EES has developed an extensive network of community partnerships and is successfully demonstrating the effectiveness, and critical nature, of this environmental leadership role in Delaware public schools. Currently, our EES is working with teacher leaders in other districts such as the **Christina School District** as they consider plans for promoting a EES staff position in their own district.

Throughout the twelve schools of CRSD we organize sustainability data using Eco-School's Dashboard tool and the **Energy Star Portfolio Manager**. We are developing community informed, student led action plans for *energy conservation* as a district initiative to be weaved into curriculum. To help reduce our negative environmental impact, geothermal systems are installed at four of our schools including **W. Reily Brown Elementary School, W.B. Simpson Elementary School, and Frear Elementary**. In 2016, we completed a comprehensive energy audit providing us the baseline annual energy usage for each school in the district. Our partnership with GBU and NWF's Eco-Schools Pathways to Green Schools program help guide our *EcoTeams* as they conduct energy audits. Students visit rooms around their school, clipboards in hand, counting the number of electronics left on (vampire electricity), researching wattage used, and interviewing staff. Students quantify this data in a report for each school to draft an energy action plan and to develop a "Green Code" to live by. By 2020, based on the 2016 audit findings, we will have converted most of our light fixtures to LED and installed motion sensor switches in critical areas. **CRHS** has a solar panel installed in their *Outdoor Classroom* with interpretive signage. Currently, this serves as an educational tool where teachers and students can plug in electronic devices for charging and can analyze regular data portfolios as to the energy being captured for use. Schools will continue working with our district's *Environmental Education Specialist* to develop curriculum and identify other areas we can improve upon.

Across CRSD we organize each school's sustainability data using Eco-School's Dashboard tool and the Energy Star Portfolio Manager. Our goal is to develop community informed, student led action plans for *water conservation*, specific to each school building and as a district wide initiative that will eventually be weaved into our curriculum. Along with regular sanitation and maintenance of water faucets/fountains by our custodial staff, our *EcoTeams* create educational visuals (interpretive signage, videos, social media, etc.) to help educate our school community about how even the smallest changes, like proper washing of hands, can help conserve water.

Several more rain barrels, like those installed at **Brown Elementary**, are being installed as our school gardens expand and the demand for water increases. We do not want to rely on expensive irrigation systems, especially in locations where plumbing is not readily accessible as is the case at **Simpson Elementary**. Here, they use their rain barrels to capture and store water running off of their maintenance building's metal roof for use by students to irrigate their



greenhouse. Four of our schools, such as **CRHS** and **Brown Elementary**, have installed substantial rain gardens which process runoff before entering storm drains. With the continued partnership of USFWS we have removed much of our mowed turf and have replaced it with native, drought resistant vegetation and permeable substrates for pathways and weed suppression. This is evidenced at our **McIlvaine Early Childhood Center** where faculty and administration planned and installed a native arboretum in conjunction with **US Forest Service/Department of Agriculture's** partnership through **Project Learning Tree** and the Arbor Day Poster Contest. District wide efforts such as these increase biodiversity while decreasing fuel usage, pollution, and maintenance costs associated with grounds keeping, and prove to be models of best practice for other schools. To support this work, we consistently seek out and write grants for innovative, student designed, conservation and wellness projects. Grants support the installation of water bottle filling stations which are popular at **CRHS**, the successful "Reusable Bags" Project at **Frear Elementary**, and the "No Straws Please" Campaign at **Nellie H. Stokes Elementary School**, all which reduce single use plastics and promote proper hydration.

Across CRSD we organize each school's sustainability data using Eco-School's Dashboard tool. Our goal is to continue to develop community informed, student led action plans for *solid waste diversion*. Our network of *EcoTeams* in partnership with DNREC, DSWA and **Revolution Recovery** has begun a campaign to communicate how to "Recycle Right" tailored toward our unique public school waste stream. *EcoTeams* help to increase recycling rates by educating our schools. **Fred Fifer III Middle School** has combined their *Leader in Me* program with their DNREC Universal Recycling Grant that their *EcoTeam* received to install their first comprehensive school recycling program which also includes composting. With guidance from our district's *Environmental Specialist*, who was recently appointed to the Governor's **Recycling Public Advisory Council (RPAC)**, we piloted our own student recycling training kit in our **Gifted Education and Enrichment Program (GEEP)** which was inspired by DSWA's education center program. Building custodians and our off site **Charlton School** students are essential team members at each school as they help transport recyclables. These endeavors provide our **Charlton School** special needs students with practical vocational and critical life skills while also providing more inclusive time with our typical student population.

After completing an extensive solid waste audit at seven of our schools, data showed that one day in a school cafeteria produces an average of 350 pounds of trash which includes an average of 120 pounds of food waste and 150 pounds of unused items (unopened food, utensil packs). We will compare this data to data collected in future audits once our students have initiated their action plans. In direct response to this audit data, inspired by **Postlethwait Middle's** pilot program, students at **Stokes Elementary** put together a formal pitch for installing more USDA approved cafeteria Share Tables where students, like those at **Air Base Middle** and **Welch Elementary**, can place their unopened, unwanted items to help reduce the amount of waste produced from school lunches. Adding to our efforts to decrease our greenhouse gas emitting waste, we increasingly compost garden and cafeteria scraps at schools like **Star Hill Elementary School**, **Brown Elementary**, and the **Charlton School**. Solid waste diversion in Delaware is set to increase as *The Compost Centers* expand in our schools in compliance with Delaware's Universal Recycling Law and DNREC's commitment toward a 60% diversion rate state wide.



We organize our district's sustainability data using Eco-School's Dashboard tool. Our goal is to develop community informed, student led action plans for *alternative transportation options*. As only a few of our schools like **Air Base Middle**, **Welch Elementary**, and **Brown Elementary** are located in areas of the district that provide adequate walking and biking routes, we are looking at how to increase carpooling and busing. As a part of our work in the Eco-Schools transportation pathway, we have a plan to collect quantitative data on the frequency of each mode of transportation and anecdotal data from students and parents about their transportation experiences. In schools where there are safe routes, we expand our annually organized **National Walk to School Day** which has become tradition at **Brown Elementary**.

We organize our district's sustainability data using Eco-School's Dashboard tool. Our goal is to develop community informed, student led action plans for *integrated environmental health* programs and practices. At the district level we have an appointed **Chief Hygiene Officer (CHO)** whose responsibility it is to ensure that our students are not arbitrarily exposed to hazardous chemicals in the classrooms and throughout our building. The CHO assists in the inventorying, coordinating and disposal of any existing hazardous chemicals, ensuring that there are no hazardous chemicals in any classroom. Material Safety Data Sheet (MSDS) binders are located in the office and are readily available. Custodians and kitchen staff are our building stewards and regularly inspect for any signs of allergens and mold and respond accordingly. We will continue to investigate where there may be other opportunities in our building for improvement in this area such as reducing idling cars at **Frear Elementary** and looking into alternative green cleaning products through our facilities department. In 2018, after receiving the 2017 USDOE Green Ribbon Schools award, **Postlethwait Middle** received the **EPA Clean Air Excellence Award**. We are building three new schools in the next two years. Final designs include **ANSI/BIFMA** Compliance, SCS Gold Indoor Air Quality Compliance, **LEED Silver** rating, increased natural light, and increased opportunities to get outside.

We organize our district's sustainability data using Eco-School's Dashboard tool. Our goal is to develop community informed, student led action plans for high standards of *nutrition, fitness, and quality outdoor time*. District support for a Farm to School program by developing *The Community Gardens* at each of our campuses is fostered by each school's student and staff leaders and fueled by the excitement that is generated by students growing traditional crops. Plantings like indigenous three sisters gardens (corn, beans, squash) at **Welch Elementary** and world language immersion gardens (Chinese and Spanish) for our language specialists to share. Backyard style gardens, in conjunction with regularly provided cafeteria meals and interpretive signage, offer students and families more access to knowledge of where food comes from and increases the chances that, when given the opportunity, students will try new foods like radishes and asparagus. Each year, the Delaware Farm Bureau Traveling Ag Education Mobile Classroom rolls onto our elementary campuses which helps build excitement and support for our **CRHS** ag science program. All of this work is also made possible by support from our partners at **Kent Community Garden Collaborative (KCGC)** and **Clark Seeds, Inc.** who provide free expertise and seeds, plants, soil, and tools at discounted prices. The **Delaware Master Gardeners** are working to support our school *EcoTeams* by providing mentors to each community garden. Additionally, our district operates a Food Bus that brings free meals to children under age



eighteen throughout the entire summer when regular school meals are not available. Continuously applying for grant funding, innovative teacher/student led projects such as a farmers market at **Brown Elementary** where our network of student organizations can bring and sell organic produce and related goods which supports our Career and Technical Education programs at all grade levels. This initiative would provide an accessible source of fresh food to our most underserved communities and would be a self-sustaining source of funds to support future work.

Our District has developed a Wellness Policy focused on improving the health of students. Developed by our health and wellness advisory council that includes teachers, parents, administrators, and district nurses, the Wellness Policy helps ensure proper nutrition education and physical activity year round. Additionally, **Mcllvaine Early Childhood Center**, **Stokes Elementary**, and **Brown Elementary** were awarded a collective 21st Century Community Learning Center Grant. This **Delaware Department of Education** program supports our students in reinforcing their academic skills through activities focused on music, movement, and experimental learning activities which increase their capacity to become productive adults. Two of our newest buildings, soon to be constructed, are 21st Century Schools that pay special attention to students' physical (classroom, campus, schoolyard), social/emotional, and academic environments both indoors and outdoors.

Across the curriculum at each grade level, we have at least one specific curricular unit that allows us opportunity to assess student environmental literacy. Through their twelve years in the district, students are afforded a multitude of opportunities to practice developing evidence statements, completing innovative performance assessments, and engaging in creative thinking projects in each subject and at each school. At **CRHS** we offer a general environmental studies course as well as AP Environmental Science. The AP exam taken by these students gives us some measure of environmental literacy, though we are in need of a more comprehensive analysis throughout the district. We continue to utilize an NGSS based curriculum and seek additional innovative opportunities for teachers to take more of these lessons into *The Outdoor Classrooms* starting with our youngest children at **Mcllvain Early Childhood Center**. We are developing a set of qualitative and quantitative measures that will give us a better picture of the effect our initiatives have on increasing environmental and sustainability literacy. Central to assessment in the Delaware Environmental Literacy plan which was drafted by a statewide coalition of partners, in conjunction with the Governor's office. Partners included non-formal and formal education institutes, health agencies, and local business stakeholders. Guided by this document, we continue to expand our community partnerships such as the partnerships we have with the **Delaware Association for Environmental Education (DAEE)** and the **Delaware Children in Nature (DE-CIN)** initiative to increase our ability to both strengthen, and track, changes in behavior and appreciation of our environment and sustainable use of resources over time.

Our Instruction Department developed a series of summer PD courses. During summer 2018 three courses focused on our evolving outdoor learning infrastructure. Each course had full enrollment of approximately 25 staff members from throughout the district. "The Compost Centers" provided staff with background knowledge in solid waste management, specifically



targeting food waste. Participants were led along a story line, “An Apple’s Two Tales”, written and illustrated by some of our middle school students. After receiving a fresh apple snack from our partners at our local **Fifer Orchards**, participants explored how natural resources cycled through the environment and how there are choices for waste (apple core) disposal. As incentive, all participating schools received a free compost tumbler to begin their own compost center. “The Community Gardens” showcased our expanding network of raised bed gardens. Participants were provided background knowledge in basic gardening skills and concluded their day with a harvest and an opportunity to make fresh smoothies and infused oils. Participating schools like our **Kent Elementary Intensive learning Center (Kent ILC)**, housed at **Simpson Elementary**, received a free raised garden bed. “The Outdoor Classrooms” explored what possibilities exist for developing interactive outdoor learning facilities where students and staff can work with non-formal education partners and authentic environmental education experiences. Attendants of this session, including a chemistry teacher at **CRHS**, were provided a prototype “Go-Bag” filled with simple field equipment including an iPod touch with the **iNaturalist** app as a tool to encourage staff to get outdoors and explore. Each February, our district runs the **Teachers Teaching Teachers (T³) Expo** which always has green schools sessions offered by the *Environmental Education Specialist* promoting the three pillars of USDOE GRS, training staff, and increasing environmental literacy.

As part of our Instruction Department, we have put together a **Math, Science, and Environmental Education (MSE²)** division to inform our principals of the latest trends and pertinent information available to their faculty. Facilitated by the Supervisor of Instruction, this team is comprised of our Math Resource Teacher, STEM Resource Teacher, and newly created *Environmental Education Specialist*. The MSE² team works together to develop lessons, assessments, and provide critical support to teachers. In our social studies curriculum, teachers work with students to design green cities and make connections between economics and ecology. Here they must consider the varied infrastructures required in urban planning, and make logical alterations that increase their city’s sustainability. Students have access, through our Center for Green Schools website, to real data collected during our student led *EcoTeam* energy and trash audits which can help inform them when designing their cities or writing action plans for their schools. At two of our elementary schools, students have completed two behavior changing based sustainability pilot programs addressing single use plastics. The **Stokes Elementary** “No Straws Please” campaign has students collecting data on how many straws each classroom has avoided using. They created public service announcements educating their school, and will produce a final report with formal recommendations to the principal at the end of the school year. Similarly, results of the **Frear Elementary** “Reusable Bags Pilot” will reduce plastic shopping bag usage by more than 300 bags per day. Both of these projects can be replicated at other schools, enriching our students’ education and decreasing our environmental impact.

From elementary school through to high school, students are engaged in college and career readiness conversations and experiences. We organize annual career fairs at each of our schools where students of all ages can talk with people about their work. Regularly included are our partners from DE State Parks, DNREC, EPA, and local nature centers. As our district’s environmental education program grows, we include more green schools partners such as Green



Building United, DelMarVa Power, and the DE Center for Inland Bays to highlight green careers. As our high school's agriculture science program evolves, we are installing greenhouses at two elementary schools where students will gain background knowledge to get them excited about careers in turf and landscape management. Students at our special needs **Charlton School** collaborate with our typical elementary and middle school students to establish and operate a native plant nursery. In tandem, this program provides students with practical agricultural experience and will allow our district to continue to restore vast tracts of mowed turf to wildlife habitat by providing a sustainable, cost effective source of native plants.

As student led *EcoTeams* have been established at our schools, students will benefit from a contiguously immersive environment from early childhood through to high school. Along this adventure they will have frequent, age appropriate conversations around community building, resource sustainability, and other issues critical to 21st century learners. One example that advances our more underserved schools is ***The Leader in Me***. At **Brown Elementary**, staff organizes an annual community event. Here, students are put in charge of developing stations for guests to visit. Each student gets to practice talking about their station in a professional manner. One station this past year was organized by the newly established *EcoTeam* who chose to lead the way by educating guests on the importance of pollinators. They grew milkweed in *The Community Gardens*, and put the plants out for an educational display table with informative signage. At one of our middle schools, their *Leader in Me* culture has students developing a school wide recycling system. After receiving a **Universal Recycling Grant** from DNREC and the RPAC, students purchased blue recycling bins for classrooms and hallways. They also purchased and assembled (on their own) a twin compost tumbler. Throughout the entire calendar year, *The Outdoor Classrooms*, *Community Gardens*, and *Compost Centers* are managed by a diverse array of volunteers. These facilities require regular weeding, litter patrol, repair, planting, and harvesting. We partner with several of our high school students who are applying for Eagle Scout status through our partners at the **Del-Mar-Va Council of Boy Scouts of America**. These projects require skilled planning, volunteer organizing, and fundraising and have led successfully to the renovation *The Outdoor Classroom* at **CRHS** and development of an orienteering course at ***The EcoCampus***. **Delaware State Parks Youth Conservation Corps (YCC)** organizes and trains teams of five students, age 14-26, from around the state to help maintain and learn about our public lands, which includes invaluable time and effort working on our public school outdoor learning spaces through this key partnership that is strengthening and expanding each year.