

CULPEPER SOIL AND WATER CONSERVATION DISTRICT

Part-time Temporary Education Assistant(s)

Job Description

May 2019

Summary

This position is under the direction of the Culpeper Soil and Water Conservation District Board of Directors, with supervision by the District Manager and /or Education/Information Specialist. Once trained and placed the employee provides both leadership and assistance (situations vary) with the delivery of pre developed Meaningful Watershed Educational Experiences (MWEE's) to sixth grade classes of the public schools of the 5 county district. Education Assistant(s) will have the ability to work with sixth grade students, head instructors or aides and district staff. Professionalism is required.

Duties

1. Attend and successfully complete initial training for the MWEE's.
2. Attain competency in program core content; training provided.
3. Assist or lead with organizing and presenting educational classroom programs to sixth graders.
4. Assist with developing and coordinating outdoors education programs.
5. Assist with coordination schoolyard assessments.
6. Attend all days of scheduled MWEE once assigned (typically 6).

Job Position Announcement:

The Culpeper Soil and Water Conservation District is accepting applications for part-time, temporary employment with the District for delivering Meaningful Watershed Educational Experiences (6 day, pre developed environmental education programs) to multiple sixth grade classes in the public schools of the 5-county District. Successful applicants should have a minimum of two years of college education as an education major, have demonstrated experience or completed classwork in science, have a strong interest in both indoor and out-of-doors education programs, own reliable transportation for which the District will reimburse for mileage, be comfortable instructing groups of students and be able to conduct themselves professionally. Background check required and provided by District. All training provided. \$15 per hour. For more information contact the District Manager at 540-825-8591 x 1000 or gregw@culpeperswcd.org. EOE.

CSWCD receives watershed education grant

Pilots program at Wetsel

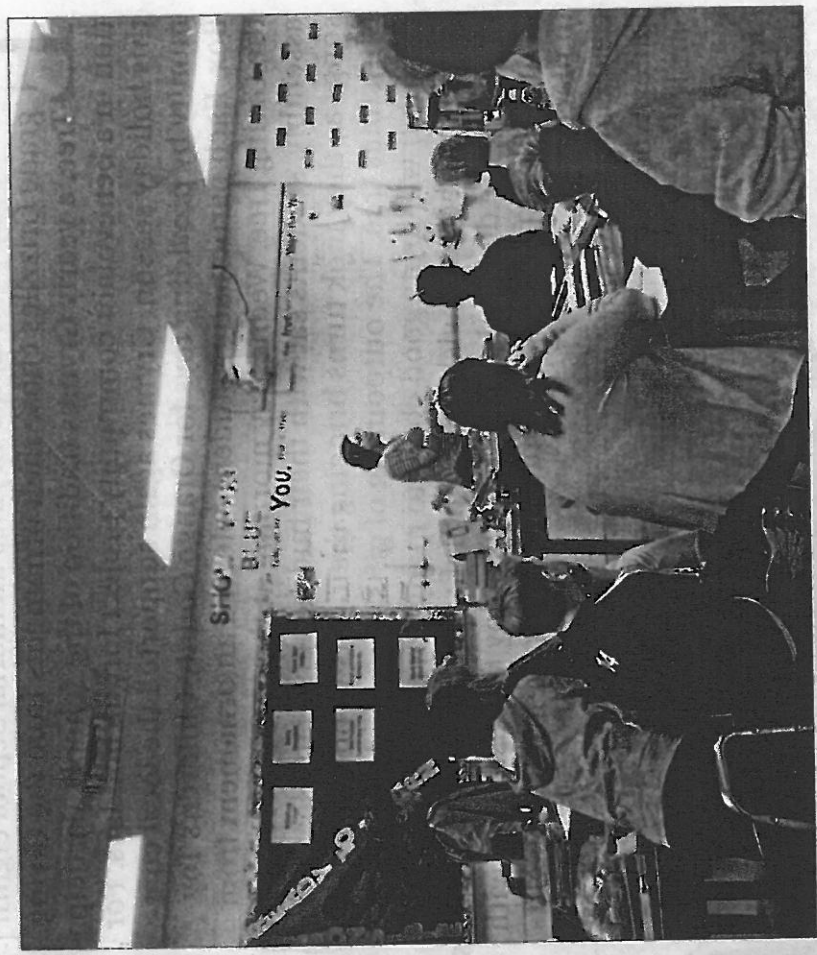
The Culpeper Soil and Water Conservation District (CSWCD) has been chosen as a Bay Watershed Education and Training (BWET) grantee by the National Oceanic and Atmospheric Administration (NOAA). This three-year grant brings \$250,000 into the district specifically to develop and deliver Meaningful Watershed Educational Experiences (MWEEs) for all sixth grade students in the five county district and also provide professional development programs for all instructors. The grant objectives include interdisciplinary activities with English, math and art, instructing students in developing relevant investigative questions to apply the scientific method and lessons on how to assess their schoolyard habitat for potential adverse environmental impacts and opportunities for improvements. In addition, the schoolyard will be assessed for their utility in future instructional modules for teachers. Students will also be given the opportunity to write newspaper articles and have them reviewed by local newspaper editors. Through an established Memorandum of Understanding with University of Mary Washington, the district intends to engage third and fourth year education students to help deliver multiple programs to students.

The collaborative environment allowed us to work through our ideas." Madison County Public Schools benefit greatly from the multi-disciplinary experiences our students are able to participate in through Culpeper SWCD, Madison County Public Schools Assistant Superintendent Cathy Jones said. "These enhance our students' knowledge of how to become responsible and eco-friendly citizens. Our staff take full advantage of the professional learning opportunities the Culpeper SWCD offer further supporting student learning. Madison County Public Schools appreciates the partnership with Culpeper SWCD and the opportunities it brings for our staff and students to grow."

The initial year of the grant began with teacher professional development in June 2018, with follow-up training planned throughout the grant. The program will gradually scale up to include all sixth grade students in public schools in the Culpeper District's member counties by the end of Year 3.

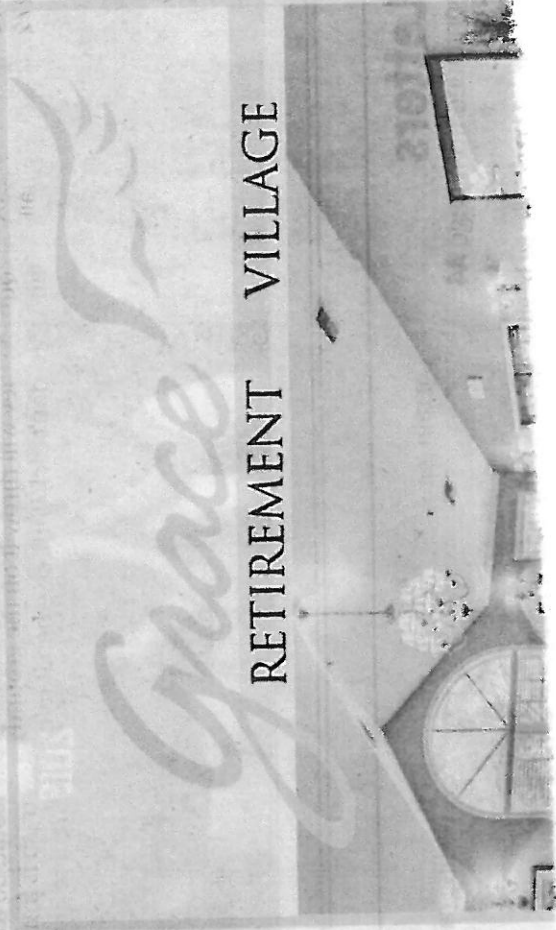
"Choosing to include my students in the NOAA grant program was a no brainer," Wetsel Middle School sixth grade science teacher Kimberly Adams said. "The collaboration with Culpeper SWCD has always been a positive experience. Culpeper SWCD works to bring quality outdoor education to students. The current program allowed students to make the experience personal. Students explored pictures of their farms, streams and rivers. They walked the school yard to look at water drainage and soil quality. They painted watershed molds to determine how nutrients (pollution) drain into the waterways. They analyzed how we as a school impact the Chesapeake Bay. Knowledge and understanding are

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PHOTOS BY STEPHANIE DINICOLA
Pictured, left: Students practice the ribbon test to determine the type of soil found. Pictured, top: UMW student Samantha Hampton leads sixth graders through watershed basics. Bottom: Students worked in groups to design their own watershed with molds and paint.

"We felt our member counties were an ideal focus for this grant," CSWCD Education/Information Coordinator Stephanie DeNicola said. "In addition to Madison County, Culpeper SWCD includes Culpeper, Greene, Orange and Rappahannock counties. The central office staff in each county have always encouraged their teachers to participate in professional development and classroom programs of the district and were extremely enthusiastic to partner on this grant. We chose to launch in Madison because the small,



Grace
 RETIREMENT VILLAGE

CSWCD continued from page A5

the first step to implement change. Students are more conscious of their outside area. I see students picking up and encouraging others to take care of the school yard."

The program launched at Wetsel Middle School Nov. 12. The classroom lessons were led by University of Mary Washington Education major Samantha Hampton.

"My experience working with the Culpeper Soil and Water Conservation District and with Mrs. Adams' sixth grade science classroom was an unforgettable moment, and a memory I'll treasure forever," Hampton said. "Not only did the students learn about water conservation and watersheds, but I too learned a great deal about our environment."



Students were led through three days of classroom instruction. The investigative question was "Does our school impact the Chesapeake Bay?" The fourth day focused on an

evaluation of the school grounds. The field component was held on the Rose River at Graves Mountain Lodge Nov. 28. While unseasonably cold, students enjoyed seeing live macroinvertebrates, performing chemical and physical tests on the river, using a dichotomous key to identify trees and seeing and touching the impact of vegetation on soils.

The Culpeper District has been acknowledged as the first soil and water conservation district on the East Coast to be selected for this grant.



Top: A student shows a benthic macroinvertebrate found in the Rose River. Bottom: Students work on newspaper articles about their experience.

PHOTOS BY STEPHANIE DENICOLA

Opinion

Letters to the Editor

LETTER

GUIDELINES

The Madison County Eagle welcomes letters to the editor.

Here are some

guidelines:

- Sign your real name (The Eagle only publishes signed letters.) and name the area of Madison County or other area where you live.

- Be sure to include both day and evening telephone numbers in case we have questions and need to verify your authorship. We won't publish the numbers.
- Keep your letter fewer than 500 words.

- We reserve the right to edit for length and clarity and to reject any letter at our discretion.

- One letter per person per 30 days
- No personal attacks, profanity or libelous statements.
- Letters may be held a week due to backlog; they appear in random order.

- To appear in next week's paper, we generally need letters by 4:30 p.m. Monday.

- Mail letters to Editor, The Madison County Eagle, P.O. Box 325, Madison, VA 22727-0325 or email to news@madison-news.com.

Editor's Note: The following three letters were written by Wetsel Middle School sixth grade students as part of a new program led by the Culpeper Soil and Water Conservation District. More information about the program can be found on A5.

Saving the Chesapeake Bay

TO THE EDITOR,

Hi! We are students from the William Wetsel Middle School. Our school affects the bay by littering. When we go outside, we tend to litter a lot. When we do that, it can be picked up by the rain and carried to the Chesapeake Bay. We also have a lot of yellow patches of grass from fertilizer that goes down the hill. One good thing we have is a rain garden. A rain garden helps control a lot of erosion and helps collect water. We also have a good variety of trees and plants to help with erosion.

Another good thing we do to help the bay is we don't overuse fertilizer. We use a good amount and don't overuse it. We are happy to help teach you about how our school yard affects our bay.

Our school yard can impact the bay. The main part that hurts the bay is trash and at recess a lot of us do. So since we have two lunch groups half of sixth grade goes to recess first and they sometimes throw trash on the ground, but the rest off sixth grade goes to lunch second and when they don't finish they take it outside with them and they don't throw it in the trashcan outside they will throw it on the ground and they don't pick it up, so when it rains guess what? The trash will wash up and it will find its way to the bay. You're probably wondering is there any trash at our school, well yes, there is trash on the ground I tend to pick it up if it is dry but when it is wet and if it is paper wet it will rip into pieces and stay on ground so I don't try to pick it up.

Some things that will help with erosion is getting rid of impervious surfaces that we don't need and replacing them with some more rain gardens and trees. We should also build a pond to decrease runoff. For the pollution problem we

should have a community service club to clean up the trash. We also should encourage riding bikes and build more bike racks.

MICHELLE THOMPSON, A.J. WOOD., HAYDEN PACK
Mrs. Adams First block at WWMS

Trash ends up in the rivers, ocean

TO THE EDITOR,

Hi, we are 6th grade students from WWMS. Our names are X'zavier, Emily and Carson. The trash on the ground will flow into the storm drain. When it rains and the trash will first go into Little Dark River then it will flow into the Rappahannock River. The trash will eventually flow into the ocean where it can hurt all the animals. This can affect us because half of the animals we eat are from the ocean.

If you go to a local gas station you might see grocery bags, cigarettes, plastic chip bags, and many other things. If it rains at a place with junk on the pavement and storm drains nearby the junk and stuff on the ground can go into the sewer and the sewer can go into the tributaries or rivers and then it leads into the Chesapeake Bay and then it hurts or kills the creatures in the water. That junk can come from anywhere like even our school. There have been sightings of a moving island that is made up of trash, if there is enough trash to make an island, then imagine what that could do to the ocean and most of that trash is from rivers from many other states or other continents and that can hurt plants and animals in the ocean.

Here are a few ways that I think we could improve water quality and pollution at our school. We should have a few trash cans and a few recycling cans outside around the school. We should have a rule where everyone has to leave their lunch in a certain spot because most of the pollution that I see is on the sixth grade playground. I also see a lot of pollution by the pick-up area. I think that we should also have a recycling can in the lunchroom. Those are a few ways that I think we could improve water quality and pollution here

at WWMS.

CARSON, X'ZAVIER, EMILY
WWMS

Helping the watershed

TO THE EDITOR,

We are students from William Wetsel Middle School. We have been learning about the Chesapeake Bay watershed and how we can take care of it. We are figuring out ways to help our school and the Chesapeake Bay watershed. A couple things we have been learning about are runoff, erosion, transportation, vegetation, soil, and awareness.

On Monday, Nov. 19, we walked around the school. We saw a little bit of erosion in the front of the school yard. We did soil tests and we found out the topsoil is darker than the subsoil. The subsoil is like red clay. We saw where all the runoff went to. Some of the runoff went into the drain and the other half goes into the forested area across the parking lot.

We can improve our school yards to make an impact on the Chesapeake Bay watershed. We can plant more grass to help keep from erosion so all the sediment and dirt doesn't go into the Chesapeake Bay watershed. We can also help by planting more trees and plants across the parking lot to help when there is runoff

LORELEI DEAN, DANIEL PATTERSON, AND AUSTIN COLLIER
WWMS

President doesn't rule

TO THE EDITOR,

To my recollection, it has only been since the campaign and subsequent presidency of Donald Trump that the tenure of a President of the United States has been referred to by anyone as a reign.

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The app.