

Lower Columbia Nature Network – CCCN Green Schoolyards Steering Committee

FEBRUARY 2023 - MEETING #3

1. AGENDA 2 slides
2. Introductions slide
3. Share – green schoolyards success story – ask for 3-5
4. Grounding in steering committee work and action plan – 3 slides
5. **Headline exercise – PADLET link - breakout rooms if large group – share 3-5 in large group**
 - a. Set the stage five years from now. Envision if everything goes well, five years from now, what would you like the headline in the paper to be?
 - b. What would the headline be now?
 - c. Tie to the goals of the various parties so we can all see the need tied to our work. Therefore, given the headline, where do we need to focus our action items/goals.
 - d. What does success look like for us in this work?
 - e. What does it take to get there?
 - f. Who do we want to bring into this conversation?
 - g. compile a compelling bank of stories to share with leaders and teachers
 - h. start building relationships with key partners
 - i. The need to support and involve district leadership and build relationships to engage and use Green Schoolyards. Build the message and share with the various leadership teams, including curriculum leaders.

Breakout rooms or stay in large group – depending on attendance

1. **Framing Green Schoolyards** - How to message the benefits of green schoolyards in terms that meet and/or match the schools? What lens to put on this work to engage leadership, staff, students?
 1. Build a list of existing success stories that we can all pull from
 2. List resources and who is at the table - make sure we have included everyone (i.e. school Foundations, etc.)

2. **Where to invest in relationship building** to gain momentum, build champions for the work?
 3. Supporting teacher training
 4. Local grants for continuing work (both capital investments and programs)

3. **Where to concentrate our efforts and prioritize** to see continued success - Invest more into build green schoolyards at scale vs. activating existing sites to build use momentum?

SUMMARY NOTES from meeting

- **Success stories from intros**
 - Bekah Marten – School Garden Coordinator – teacher training series with over 65 educators, lots of schools lined up for training
 - Erin Figy – Illahee parent volunteer – Green team did a garden clean up had so much, they really enjoyed it.
 - Amy Koski – Clark County Built Environment public health –
 - Ian Thompson – LCSG – has a million success stories to help sell the program, like high school students who fondly remember their time in the garden. Community comes in during the summer for positive engagement outside of the classroom.
 - Hailey Heath – COV volunteer – community gardens working towards a more holistic views and grow the program.
 - Jessica George – COV Forestry – EPS Frontier MS has a 7th grade teacher and class to research tree species, develop the planting plan and plant trees in March. List of school tree plantings
 - Yasmina Aknin – CCPH – Life Course Program Manager –
 - Matthew Solberg – CPU former MS science teacher, now Invasive Species coordinator
 - Mesha Wood – USFWS – WA Jr. Duck Stamp coordinator – was at View Ridge MS and working with art class to drawing waterfowl, using the on-site wetland, use on site for nature journaling.
 - Andrea Parker BGSD - From what I've seen with K - high school is that being outdoors learning and/or working encourages students to be more accepting of one another. For some reason, it's easier for them to work together. It's like the labels, cliques, etc... cease to exist when they're outdoors with a task to focus on. I agree that more outdoor experiences on campus would definitely help them team-build and be better prepared for a residential experience.
 - Mark Watrin - we have a garden design plan that has been pre-approved at the district level from maintenance and operations, so each school doesnt have to repeat the same process as they add or update a school garden site.

- **Headlines** – this work can carry over to kids will remember these experiences, and how we are not only improving schools but also communities. Mental Health connections – who needs to be at the table and connecting with. Recent connection with Stacy Meyer at ESD112 to connect with teachers for professional development, help teachers feel more comfortable in their gardens, she made the training happen. Work with OSPI for coordinate outdoor curriculum. Connect kids to know where their food comes from – launch across the community knowing we have such a diversity of cultures, authentic garden and culture connections. What would that look like and how to connect with the district. What can be hard to sell this is that it can be something for everyone.....lots of stories to wrap up in one message, how to convey. How to make a concise proposal and message to meet everyone's needs. The message can come to ensure that we supporting the teachers and students. Center on how to make the teacher's job easier as well as supporting the various needs of students.
- **Framing green schoolyard**
 - Timing – school days can be highly scheduled and not many opportunities to add new or different plans to their days. For example, if there is time and interest to work with teachers to meet their needs. Forestry uses Project Learning Tree to learn about trees, tree data inventory, planting plans, research, etc. Logistics to plan and bridge to getting in the classroom to do the learning is a big time constraint and can be the hurdle to overcome.
 - Existing goals – like Math or Outdoor school, understanding the needs
 - Building relationships takes time to learn about who needs what and who can bring resources to the table. Longview schools focus on literacy and making those connections, including pacing guide. Standardize custom learning to cover all sites.
 - Social emotional learning – CC Public Health staff is shifting roles (ACES coordinator), used to do faith based organizations and communities. Trauma informed care. Need a new contact, Yasmina can keep us in the loop potentially.
 - Built environments – 10 minute walk to a green space, open space (park, school, church, etc.)
- **How to connect with leadership –**
 - Longview and Kelso schools – got a Kaiser grant to collect some data and key information that could be consolidated into a leadership discussion. Kids need to be ready to learn, regardless of what the curriculum is. The social-emotional lens and ready to learn is a great place to start. Every kid needs nature in their toolbox to learn how to self-regulate, calm, reduce anxiety, focus, etc. Local / district specific focused data collection.
 - CCPH can do research, we can connect with. Pull from existing data to create infographics, etc. Yasmina can get us the form to connect with the right staff.
 - Erin at Illahee – teachers may view the garden as a fun and an extra. Teachers are overwhelmed with new Math. No flexibility in the day's schedule, except for maybe using substitute teachers. How to get the word to the district so that they realize how important these spaces can be to schools. School counselors.

- **Who needs to hear this message** – we have been reaching out to curriculum leads. Mark Watrin – meet with the principals. Bekah is going to staff meetings, even just grade level planning – there may be a lack of knowledge about the basics of gardening – creating a school year garden schedule. Working with smaller groups at the grade level. School board members – Andrea P. will be presenting the board members. CTE teachers and leads, such as Rebecca Morris in LaCenter – mentoring high school to elementary school. CTE can also tie to funding sources for equipment.
- **Tie to WA Outdoor School for All** - <https://www.outdoorschoolswa.org/> Tie to their messaging and outcomes

End of summary