

SOUTHWEST WASHINGTON

GREEN SCHOOLYARDS ACTION PLAN

v. OCTOBER 25, 2023



With support from:



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Images: VPS Hough Elementary student art; EPS Illahee flower bouquets; Longview's Northlake ES vegetable garden

1. OVERVIEW:

The Lower Columbia Nature Network is a regional coalition of partners dedicated to advancing nature connections for children in all communities.

- Vision** **Make nature welcoming to all**
- Work towards equitable and welcoming access to nature for everyone
 - Be a leader in the Southwest Washington region for collaboration and network support
- Mission** **Elevate the partners in the network and provide key information to the public to give them more tools to connect with nature**
- Partner to Partner connections & support
 - Network to Community information
 - Collaborative efforts to expand impact
- Goals** **Reducing barriers so all can access nature**
- Map locations for nature connections, near & far
 - Identify programs for diverse populations to enjoy outdoor experiences
 - Utilize multiple means to communicate & engage people
 - Leverage partners and resources to expand capacity and reach kids and families

This **Southwest Washington Green Schoolyards Action** Plan is a living document to advance nature connections at and with schools throughout our region. This work is supported by a Technical Assistance Grant from the Children & Nature Network and the National League of Cities, 2021-2023 Cities Connecting Children to Nature cohort. We are sincerely grateful for their support and guidance.

This work has allowed us to pull together representatives from across our region to understand the status of Green Schoolyards work in our communities and Action Items that can continue to build momentum to add nature and nature programs with school partners.



2. SW WA GREEN SCHOOLYARDS ACTION PLAN TEAM

FACILITATORS:

- Monica Lopez-Magee - Children & Nature Network, Sr. Vice President, Cities and Community Engagement
- Priya Cook - Children & Nature Network, Director, Green Schoolyards for Healthy Communities
- Harris Solomon – CCCN Facilitator – Harris Solomon Consulting
- Andrew Moore – National League of Cities - Director, Youth and Young Adult Connections
- Sania Qureshi – Children & Nature Network, Project Coordinator
- Michelle Sanow - Lower Columbia Nature Network - Communications Manager
- Jane Tesner Kleiner – Lower Columbia Nature Network – Program Manager

STEERING COMMITTEE:

- Yasmina Akinin – Clark County Public Health - Healthy Communities Program Coordinator
- Ashley Conley – City of Vancouver (COV) Water Resources Education Center (WREC), Educator
- Erin Figy – EPS Illahee ES – Volunteer School Garden coordinator
- Jessica George – COV Urban Forestry - Education and Outreach Coordinator
- Chris Hathaway – Lower Columbia Estuary Partnership - Community Programs Director
- Hailey Heath – COV Parks, Recreation & Cultural Services – Volunteer Coordinator
- Erin Lark – Vancouver Public Schools – Science, Health, and Physical Education Coordinator
- Stacy Meyer – ESD 112 – Science Curriculum Coordinator
- Bekah Marten – WSU Extension Master Gardener – School Garden Coordinator
- Andrea Smith – Battle Ground Public Schools - Science TOSA
- Kris Potter - Battle Ground Public Schools - River HomeLink teacher
- Valerie Pufahl – Lower Columbia Estuary Partnership - Education & Community Programs Manager
- Rainy Rau – COV WREC Educator – Student Watershed Monitoring Network coordinator
- Elizabeth Schmitz – OSPI - Environment & Sustainability Program Director
- Rebecca Small – COV Climate Action Team - Senior Policy Analyst
- Matthew Solberg – former teacher, naturalist, CPU Invasive Species Coordinator
- Sami Springs LeCain – Clark County Public Health – Green Schools Coordinator
- Ian Thompson - Lower Columbia School Gardens
- Monica Tubberville – COV Parks, Recreation & Cultural Services – Senior Park Planner
- Mark Watrin – Battle Ground Public Schools – retired teacher, Board of Directors
- Meshia Wood – U.S. Fish & Wildlife Service – Park Ranger, Steigerwald NWR
- Crystal Wulff – Evergreen School District - Science and Health TOSA

3. GREEN SCHOOLYARDS FOR HEALTHY COMMUNITIES

GREEN SCHOOLYARDS, also called Living Schoolyards, are nature-filled outdoor spaces that offer students, teachers, parents and community members places to play, learn, explore and grow. Designed with, and for, the school community, these shared outdoor spaces can also be enjoyed by kids, families and neighbors during out-of-school time. Green schoolyards can be designed to meet community's needs. They can include outdoor classrooms, native gardens, stormwater capture, traditional playground equipment, nature play areas, gardens, trails, trees, water features, and more.

The benefits of GREEN SCHOOLYARDS go well beyond curriculum goals for schools. They provide health and wellness for the school and its community across multiple benefits, as shown in Figure 1, from the Children & Nature Network.

Green Schoolyard projects work for all school types and age groups, for early childhood, through elementary, middle and high schools, even up through university levels.

Green Schoolyards have the opportunity to provide daily access to nature in safe and welcoming spaces. They can create equitable access for all kids of all abilities, regardless of grade level or academic success. These spaces provide opportunities for nature to ebb and flow with the seasons to create spaces for wonder, exploration, unstructured discovery, curiosity, joy and fun. From school goals, these spaces have been proven to support social emotional learning, behavior regulation, support every type of curricula, as well as be inspiration for expression, stewardship, ownership and pride.

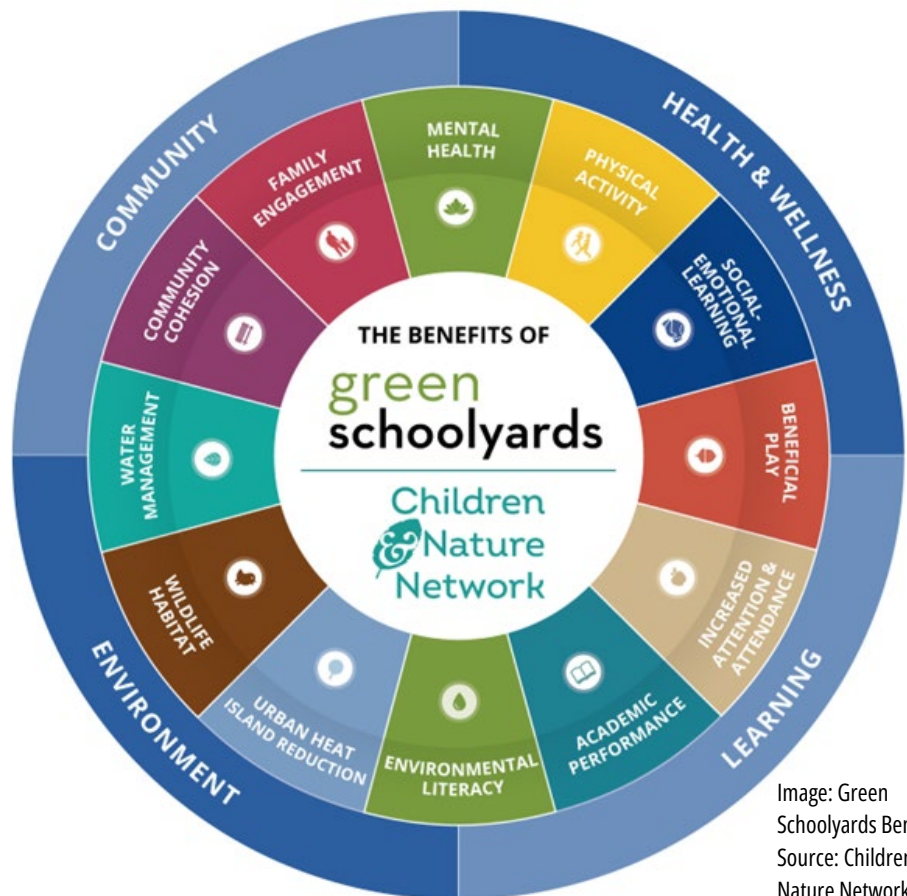


Image: Green Schoolyards Benefits, Source: Children & Nature Network

4. NATIONAL AND GLOBAL MOVEMENT TO CREATE GREEN SCHOOLYARDS

The Children & Nature Network (C&NN) and other national and international partners have been working for the past 20+ years to build a movement to bring access to nature through partnerships with schools. As part of this work, C&NN has created several tools and initiatives to support communities as they plan for and implement Green Schoolyard initiatives and projects in their communities. Several examples include:

- **Advocacy Toolkit & making the case for GSY**

Several infographics and communications tools to help communities understand what Green Schoolyards are, their benefits and how they can help communities.



Image: Green Schoolyards Benefits, Source: Children & Nature Network

<https://www.childrenandnature.org/resources/category/schools/greening-schoolyards/get-started/>

<https://www.childrenandnature.org/resources/category/make-the-case/>

- **Funding Models**

<https://www.childrenandnature.org/resources/category/secure-funding/>

- **Policies and Guidelines**

<https://www.childrenandnature.org/resources/category/identify-policies/>

- **District Design Guidelines**

https://eadn-wc04-796033.nxedge.io/wp-content/uploads/GSY_District-Design-Guidelines_22-11-28-1.pdf

- **Building Partnerships to Further Green Schoolyards**

<https://www.childrenandnature.org/resources/category/build-partnerships/>

- **Case Studies and Community Examples**

- **Assessment Tools**

5. GREEN SCHOOLYARD PROJECTS IN SOUTHWEST WASHINGTON

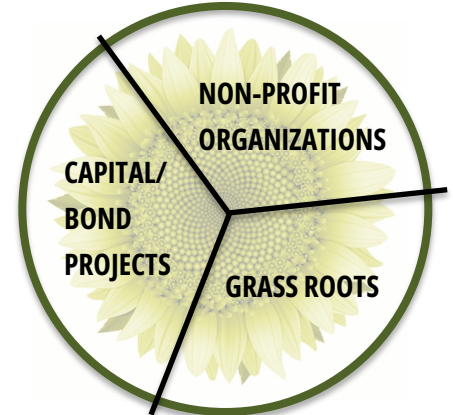
Schools across the southwest Washington region have been implementing Green Schoolyard components for over 20 years. Green Schoolyard projects have grown through a variety of efforts, including district-led projects as well as grass roots efforts. Here are several examples:

GRASS ROOTS efforts with dedicated teachers, supportive parent organizations, community partners and school communities. Examples of these projects include:

- **VPS Hazel Dell Elementary Learning Garden** - developed with two passionate community volunteers and funded with support from several local organizations, including the WSU Extension Master Gardener program - includes a greenhouse, picnic tables, numerous raised garden beds, berry patch, and pollinator garden
- **VPS Hough Elementary Learning Gardens** - funded through a series of local grants, volunteers implemented several phases of projects including strawberry patch, alphabet sensory garden, butterfly garden, outdoor classroom & meadow and nature play.
- **EPS Illahee Elementary Learning Garden** - funded through local partnerships with the Parent Teacher Organization, the learning garden has two outdoor classrooms, raised vegetable gardens, herb garden, discovery garden boxes and more.
- **Battle Ground Public Schools** - several schools have recently installed native habitat gardens and raised garden boxes, as well as outdoor classroom seating areas. They have also created a school garden model that has been approved by the district for implementation at all schools, including some initial funding to get the projects started!

NON-PROFIT ORGANIZATIONS to help build, maintain and support learning programs in outdoor settings. Programs can provide third party support to include fundraising, curriculum development and staffing. These can be beneficial partners to teachers and school staff. Examples include:

- **Lower Columbia School Gardens** - Serving 20 elementary and middle schools in Longview/Kelso School districts, this program helps build school gardens and outdoor learning areas, while creating on-site destinations for outdoor learning with staff to lead lessons across curriculum areas.
- **WSU Extension Master Gardeners School Garden Coordinator** program - a pilot program of the MG program to support schools in the Vancouver and Evergreen district areas. School garden coordinator works with teachers to provide lessons and activities outside at their garden sites.
- **Lower Columbia Estuary Partnership** - LCEP supports outdoor learning through on-site stormwater management projects at schools as well as stewardship plantings on public lands with student field trips.



SCHOOL CAPITAL/BOND programs have recently installed Green Schoolyard components as part of recent replacement school and school improvement efforts. Many new elementary schools included several outdoor classroom gathering spaces, raised garden boxes, sensory gardens, butterfly gardens, walking paths and inclusive playgrounds as well as nature play areas. Additional improvements throughout the districts added smaller components for the buildings, but several schools received new outdoor settings, too. Some districts have developed resources for outdoor learning at their sites:

- **Battle Ground schools** - the CASEE center hosts block STEM and field trips
- **Camas Schools** - the Lacamas Lake elementary school
- **Evergreen Schools** - 7 replacement elementary schools, 1 middle and 1 high school
- **Vancouver Schools** - 7 replacement elementary schools, 2 middle and high school additions

School districts are major land-owners in the communities with hundreds of acres that can be used for a wide range of outdoor learning activities. By providing natural settings, school campuses become prime locations for learning:

- Hands-on, project based learning tied to curriculum and school goals
- Career-skills development such as project management and retail production through plant sales, stewardship projects and site investigations
- Greenhouses and gardens provide a vital calm space for students in the programs, as well as other students, to have a safe space to use in the school day.
- Schools provide a vital link to green spaces, especially in neighborhoods that are lacking park and natural area spaces, including 10-minute walk to parks planning by cities and county.

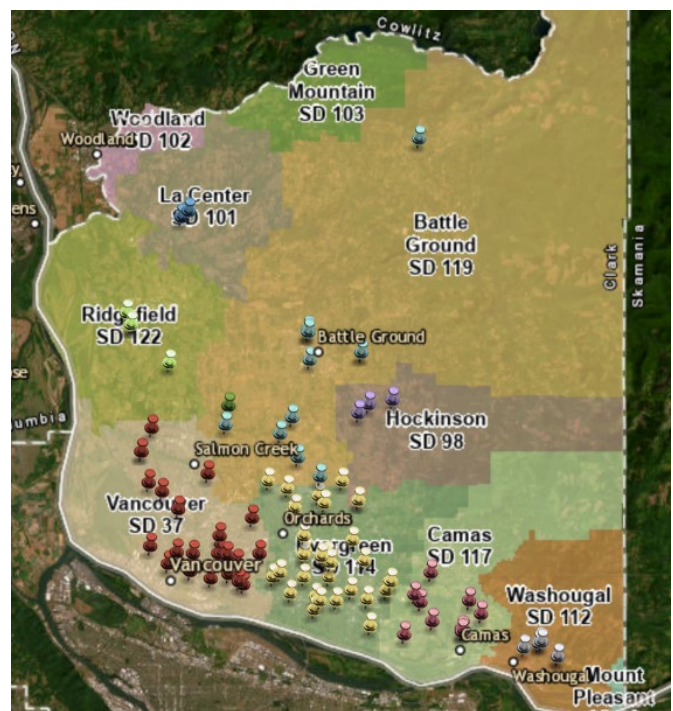


Image: Green Schoolyards in Clark County, Source: Clark County Green Schools

Clark County Public Health’s Green Schools program has compiled a list of many of the Green Schoolyard projects on their [web page](#). The page is updated annually to include locations of new projects, lead staff and lists of components at the schools.

While there are many Green Schoolyards efforts throughout our communities, there are still many opportunities for more projects, programs and activities. Many campuses have lots of space for more natural features and opportunities for outdoor learning.

BY THE NUMBERS

Here are some examples of the impact of Green Schoolyards across our region*:

District(s)	Battle Ground	Evergreen	Longview / Kelso	Vancouver
# of Schools	19	39	14 / 10	41
Total number of students served	11,900	22,900	11,160	21,900
Students with access to Green Schoolyards	2,000	3,150	2,100	4,000

*Approximate numbers based on schools with features and population for each school 2022. Other districts such as Camas, Green Mountain, Hockinson, Ridgefield, Washougal also have features

EXAMPLES OF GREEN SCHOOLYARD FEATURES IN OUR COMMUNITIES

- Outdoor classrooms
- Learning gardens
- Tree plantings
- Maker spaces
- Sensory gardens
- Habitat plantings
- Gathering areas
- Vegetable gardens
- Butterfly gardens
- Greenhouses
- Stormwater features
- Pollinator patches
- Nature play/loose parts
- Raised beds
- Critter gardens

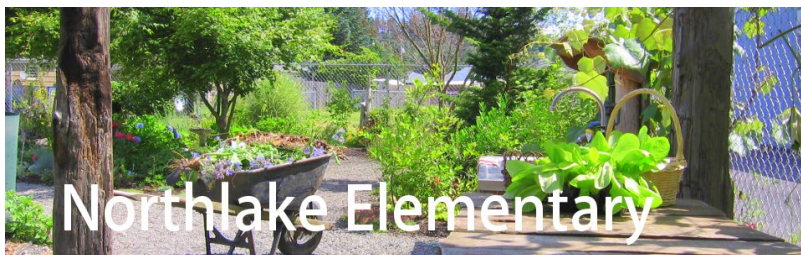


Image: Top left – Northlake ES gardens; Top right – Battle Ground River Homelink Learning Garden; Bottom right – EPS Sifton ES nature play; Bottom left - VPS Walnut Grove outdoor classroom / gardens

6. PARTNERS FOR LOCAL GREEN SCHOOLYARD EFFORTS

Our regional partners provide multiple contributions to supporting Green Schoolyard efforts. Here are some examples of partners and how they work with schools / districts.

EXISTING PARTNERSHIPS:

Planning / Design	<ul style="list-style-type: none"> • Lower Columbia Estuary Partnership - stormwater • WSU Extension Master Gardeners - raised beds, vegetables • Local landscape architects • Vancouver Urban Forestry 	<ul style="list-style-type: none"> • Adding new features to schools • Fundraising support • Resource partnerships • Tree plantings
Education / Curriculum / Programming	<ul style="list-style-type: none"> • WA Office of Superintendent of Public Instruction (OSPI) • Columbia Springs • Lower Columbia Estuary Partnership • Lower Columbia School Gardens • Master Gardeners • U.S. Fish & Wildlife • Vancouver Urban Forestry • Water Resources Education Center • School volunteers (parents/local experts) • School garden coordinators (local grant funded) • Camp Hope • Camp Wa-Ri-Ki 	<ul style="list-style-type: none"> • Outdoor Learning • Watershed health • Gardening • STEM / STEAM • Horticultural therapy • History / culture • Ecology / wildlife • Urban forestry • Composting / earth sciences • Climate action • Since Time Immemorial • Garden clubs • Recess time in gardens • Social-emotional learning • Behavioral regulation • WA Outdoor School for All • NASA curriculum • Stewardship projects
Professional Development	<ul style="list-style-type: none"> • ESD 112 • Pacific Education Institute • Water Resources Education Center • OSPI 	<ul style="list-style-type: none"> • Teacher training for outdoor learning / STEM clock hours • Curriculum development • On-line workshops to support outdoor learning work
Maintenance / Stewardship	<ul style="list-style-type: none"> • School district grounds teams • School garden coordinators • School communities 	<ul style="list-style-type: none"> • On-going maintenance of features • Stewardship

EXAMPLE PARTNERSHIPS:

Many of the partners have shared goals and objectives to make our communities healthy, safe places to live, work, learn and play. There are many examples of where city leadership and the school districts have shared goals to create vibrant spaces that support neighborhood and community success. Building on those past examples and exploring new ways to collaborate and commit to working together can support those mutual goals. Here are just a few examples:



-  **Livability**
The supply and access to necessities, quality of life, requirements, and experiences that everyone in Vancouver expects.
-  **Equity and inclusion**
Where everyone feels a sense of belonging and can feel safe to express their beliefs and values.
-  **Innovation**
Invites and encourages creative thinking and being a forward-looking city.
-  **Sustainability and resilience**
A sustainable and resilient Vancouver values long term solutions, and includes crisis management for economic, environmental, and social issues.
-  **Trust and relationships**
Reflected by transparent decision-making processes, open communication between the government and the community and between community groups, and a broadly shared belief that decisions are intended to enhance livability, equity, and the resilience of the entire community.

Excellence is Pursued through Growth
Strives to ensure that our scholars thrive as learners. Encourage creativity, adaptability to new ideas and collaboration

Equity, Inclusion & Belonging
Prioritize equity in all aspects of teaching, learning and work where everyone's voice matters

Empowerment is built through Learning
Partner with community to foster a culture for ambitious teaching & learning that focuses on student wellbeing

Student Centered
Students have a voice in why, what, and how learning experiences take shape

Excellence through Learning
Set high standards and hold accountable to provide high quality educational experiences with strong partnerships




Vision for a Graduate
Academically successful means problem solvers and innovators that show empathy, inclusion and work to prepare for their goals

Student Growth Experience - Personal, academic achievement & community
Provide equitable representation to build strong relationships, allow for challenging real-world experiences to collaborate and grow with peers, staff and community

Build Community Around Students
Effective & transparent communication and building partnerships with internal and external partners to bring authentic experiences to the students

Investing in People
Building staff and teacher success with representation, support, professional development, innovation and collaboration



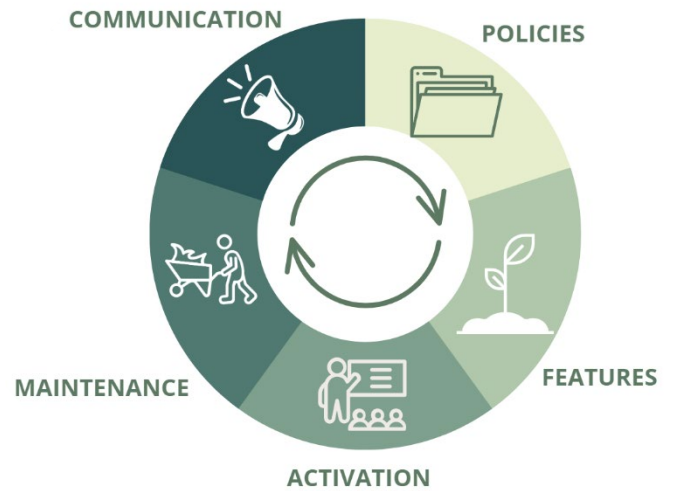

Sources: Each agency's web page

- **Summer Recreation Programs** - COV Recreation programs are located at several area elementary schools providing childcare during summer months with fun and interactive programs, building skills and making friends
- **Youth Sports** - Many youth sports, like basketball and baseball, have practices and games at local schools, in their neighborhoods, supporting diverse access to sports programs, including using scholarship programs so that all can play
- **Align Sustainability Goals** - As some of the major public landowners in the region, the City and the districts have a unique opportunity to align sustainability strategic plans such as the Climate Action Plan, Urban Forestry Canopy, Naturespaces, Volunteer stewardship opportunities and Green Schoolyards, etc.
- **Youth Pass Programs** - Free passes to middle and/or high school students, including C-Tran bus pass to encourage teens to participate in positive activities at Community Centers

7. ACTION PLAN ITEMS FOR CONSIDERATIONS

The Steering Advisory Committee met over the course of the year in five meetings to determine what is in place, what is working and where may be areas of collaboration and improvements.

Based on these five categories, we developed a series of action items and opportunities to make Green Schoolyards a reality for every school. There is not one starting point as every school district, school, classroom is at a different place with thinking about, learning about and implementing Green Schoolyard features and outdoor learning. Green highlighted text means these actions are in place, moving forward.





A. POLICIES		
SHORT TERM	Incorporate Green Schoolyards and Outdoor Learning into School District Strategic Plans	<ul style="list-style-type: none"> • <i>As school districts and boards update strategic planning, add language to incorporate outdoor learning</i> as part of hands-on, project-based learning; address the benefits of outdoor time for health and well-being • <i>Coordinate with OSPI for Green Ribbon Schools program</i> and outdoor learning environments • <i>Support Washington Outdoor School for all</i> and encourage schools to include Green Schoolyard features as an introduction to nature for students prior to trips
	School districts adopt Green Schoolyard resolution and policies to support and guide district staff to plan, build, maintain and use school campuses for outdoor learning	<ul style="list-style-type: none"> • <i>Utilize example models from around the country</i> to build model for each of the local school districts.


A. POLICIES



	<p>Work with City/County Climate Action plans to reduce impacts to climate change</p>	<ul style="list-style-type: none"> • Plant more trees to reduce heat island effect and add shade across campuses, especially high use areas • Change fleet vehicles to low carbon emissions • Continue to meet high LEED standards for buildings and renovations to reduce carbon footprints, in compliance with OSPI WSSP • Work with regional transportation to provide Safe-Routes-to-School, including increased bike parking at schools
	<p>Update school grounds policies / standards to diversify look</p>	<ul style="list-style-type: none"> • Work with district Facilities / Grounds team – create an updated understanding and policy for how the school grounds support learning, maintenance practices, standards, etc. (like limited chemical use where students are)
	<p>Each district develop a model for what features are fast track to approve on campuses Look at regional examples like Portland Public, Seattle, etc.</p>	<ul style="list-style-type: none"> • Develop standard lists of approvable projects • Create district web page with key information for schools/partners • Streamline the approval process • Have a dedicated district staff person to support schools getting projects in the ground
	<p>Partner with City for Climate Action Youth Council / Internships</p>	<ul style="list-style-type: none"> • Provide career / skills development for high school students to work with Cities on Climate Action goals • Partner with CTE programs to cross connect CTE projects with broader city/county wide initiatives
	<p>Identify key District level staff to partner - who are best to coordinate for GSY projects</p>	<ul style="list-style-type: none"> • Capital projects - meet with Facilities and Grounds teams • Programs - Principals for recess programs and after school activities • Curriculum - work with district leads for lessons / outdoor learning • Who helps coordinate volunteers and

A. POLICIES		
		<p>training?</p> <ul style="list-style-type: none"> • Connecting with the Principals - getting buy in and support • Create continuity with District-wide vision to overcome changes over time as folks come and go
MEDIUM TERM	<p>Participate in national movements for outdoor activities across the district</p>	<ul style="list-style-type: none"> • April - Earth Day/Month – support activities and events that empower students ownership in protecting the environment, make a proclamation at the school board meeting • May - follow leads from California and International Green School Grounds Alliance to host outdoor activities in celebration of outdoor learning; provide a proclamation at the School Board meeting
	<p>Joint volunteer clearance - Coordinate with various HR departments for districts to make volunteer clearances universal</p>	<ul style="list-style-type: none"> • Each district has unique volunteer clearance process, cost and application – unify and make no cost so that volunteers can more effectively and efficiently help in multiple schools
	<p>Partner with City program for school gardens support neighborhood food security</p>	<ul style="list-style-type: none"> • Make gardens accessible to neighborhood during the summer • Host weekly garden “parties” to maintain, learn, and harvest together • Make these at sites where USDA school lunches are available during summer break
	<p>Support new WA Recess RCW 28A.230.295 to increase access to outdoor recess</p>	<ul style="list-style-type: none"> • Diversify outdoor play features to make successful use of outside time • Consider increasing access to middle school students who benefit from break time outdoors
LONG TERM	<p>Cities coordinate open space / park planning with Schools to ensure equitable access to open spaces for communities & neighborhoods</p>	<ul style="list-style-type: none"> • City planning staff works with Schools’ Facilities Planners to ensure school grounds can provide open space and access to nature to meet mutual goals for equitable open space

A. POLICIES		
		<ul style="list-style-type: none"> • Draft policies to guide land acquisition and development of schools to meet open mutual open space goals • Update Joint Use Agreements between city/district
	Funding to build Green Schoolyard features	<ul style="list-style-type: none"> • Identify reliable funding sources and procedures to fund the installation and maintenance of Green Schoolyard features
	Districts adopt a Climate Action Plan that correlates with City / County work for mutual benefits	<ul style="list-style-type: none"> • Plan addresses tree canopy goals, especially in places where kids play and learn, develops native habitat for pollinators and wildlife, etc. • Tie action plan to Next Generation Science Standards and Clime Time curriculum for project-based learning goals and real-world solutions • Set realistic goals for plantings including addressing equitable access to nature for low-income schools and neighborhoods

B. FEATURES		
SHORT TERM	Inventory existing schools and features for Green Schoolyards and Outdoor Learning	<ul style="list-style-type: none"> • Districts have an updated inventory of their schools and features that support outdoor learning, play & wellness • Identify schools that don't have outdoor learning features, in the greatest need for support - ties to values / needs • Address equity of under-represented schools and populations have don't have access to outdoor learning and natural features - low income, diverse populations, cultural richness, etc. • Work with Clark County Green Schools for inventory updates and information

B. FEATURES



	<p>Develop standards / guidelines for outdoor features that support, play, learning and wellness</p>	<ul style="list-style-type: none"> • Outdoor learning spaces, including classrooms, maker spaces, gathering areas that includes seating, wifi, electrical outlets and other classroom needs • Learning gardens – create a series of palettes and standards for a variety of learning gardens including native habitat, pollinator, butterfly, sensory, art, vegetables, fruit forests, etc. • Habitat – develop standards to add more native habitat to campuses for hands-on learning, including trees, shrubs, and groundcover, as well as habitat structures • Diversify outdoor play experiences to add inclusive play, nature play, loose parts play, paved loop paths, quiet play zones, ball play, etc.
	<p>Bring playgrounds up to equitable and inclusive standards for all users and abilities</p>	<ul style="list-style-type: none"> • School districts can inventory play features and confirm level of accessibility, and inclusivity • Develop standards and an ADA transition plan – determine priorities for updates • Set budget for annual update – commit to making improvements each year
	<p>Native plants for schools - Work with local non-profits and nurseries who raise native plants and connect to use plants on school grounds</p>	<ul style="list-style-type: none"> • Create plans for each school to have an appropriate native plant garden / habitat area • Develop a tree plan for each campus (where and what to plant) - district cares for trees
<p>MEDIUM TERM</p>	<p>Develop lists of schools for stormwater projects - partners could use the list to seek funding and installation project partnerships</p>	<ul style="list-style-type: none"> • Campus update plans exist for many schools in VPS and EPS, coordinate where there are suitable projects • Partner with City / County Public Works / Partners for joint stormwater improvement projects • Identify locations to create hands-on learning stations about stormwater

C. ACTIVATION / PROGRAMMING





SHORT TERM	<p>Identify & push barriers to access - Teacher forums for outdoor learning - places to hear about barriers to outdoor learning</p>	<ul style="list-style-type: none"> • Create a quarterly Forum for teachers, host at ESD, district offices, school site • Create a Zoom call for open discussions on addressing barriers to access for outdoor learning
	<p>Short outdoor time lessons - Teacher training for snack time / lesson time</p>	<ul style="list-style-type: none"> • Create curriculum / lesson idea sheets and post / promote to build support. Keep in central location • Make sure everyone has a “Job” when going out to the gardens; Intentional connection to outside spaces with science kits (ES); MS and HS - going into the greenhouse and CASEE center - clarify purpose for getting out and what the space should be
	<p>Seasonal “what to do in the garden” kits / curricula - Create specific lesson ideas for the gardens for the change of seasons</p>	<ul style="list-style-type: none"> • Pull together lesson ideas for each season - .pdf sheets • Create kits with ideas to check out? • Activity guides for all grade levels • Field guide for plants in the school grounds / gardens • Empower teachers with mini field guide for their specific campus • Mentorship opportunities - reading buddies in gardens, planting in the gardens • Centralized list of resources / kits for outdoor learning
	<p>Develop an action plan that supports the school community and partners can help</p>	<ul style="list-style-type: none"> • Identify needs and ways that they can help create, program, activate and features • Reach out to new partners to support the work, PTA organizations • Host a Community Partner event where partners can set up stations and introduce how they can help with play, learning and wellness at schools • Use Community Partners to teach specialty lessons – STEM in elementary, field trips, etc.

C. ACTIVATION / PROGRAMMING



	<p>Centralized list of resources for schools for outdoor learning – LCNN has a list under Educator Resources</p>	<ul style="list-style-type: none"> • Centralized curriculum for outdoor learning for each district – partner with ESD 112 to coordinate available resources
	<p>Host annual Green Schoolyards day in each district</p>	<ul style="list-style-type: none"> • Annual day for schools to focus on campus improvements, whether it is clean up, weeding, plantings, BioBlitz inventories, etc. Every school can pick activities that work for them (curriculum based, community service focus, building new features, partnership projects, etc.) • Do bigger projects such as tree plantings with as a larger community event • Do school wide - scavenger hunt, spend a day in the gardens • How to bring the community into these spaces - host introductions to the gardens and sites • Storytime in the gardens especially for early childhood and K-2 learners, work with libraries and local storytellers • Bike tours from garden to garden, with guest speakers
	<p>Host school-wide community events</p>	<ul style="list-style-type: none"> • Host regularly scheduled events after hours for hands-on learning outdoors • Use outdoor gathering spaces for common events such as science fair, cultural fair, etc.
<p>MEDIUM TERM</p>	<p>Outdoor kits - Creating hand tool kits that teachers can check out for use in the outdoor classrooms (i.e. gloves, magnifiers, shovels, rakes, etc.)</p>	<ul style="list-style-type: none"> • Work with school PTA/O to create a kit for each school so that they are readily accessible, more outdoor teaching kit • Smaller kits for teachers to run water quality when it is not facilitated by WREC • How to start a community garden kit - partner with City leadership with all of the checklists to build a new space - how much public access is needed?
		<ul style="list-style-type: none"> • Non-profit to create a kit to check out for special projects based on their lessons

C. ACTIVATION / PROGRAMMING		
		(i.e. LCEP field trips)
	Teacher professional development (Clock Hours) for outdoor learning - partner with ESD 112 for PD Enroller	<ul style="list-style-type: none"> • Inventory what teachers need, what are their barriers to outdoor learning • Cross curricula options for all grades (STEM, art, SEL, behavioral regulation)
	Host trainings for volunteer support	<ul style="list-style-type: none"> • Recruit parents and community volunteers to help with schoolyard activities • Train volunteers to run activities and programs for recess, before school after school and school breaks (i.e. summer, winter)
LONG TERM	Host annual Green Schoolyards Summit for regional schools	<ul style="list-style-type: none"> • Networking • Topic specific discussions • Provide clock hour opportunities • Bring in community partners, teachers, students and staff
	School districts hire staff to coordinate outdoor learning curriculum	<ul style="list-style-type: none"> • Outdoor Learning staff researches and implements new outdoor learning standards coordinated with OSPI • Host professional development training for district teachers to use new curriculum • Coordinate outdoor learning activities and kits to be used at each school

D. MAINTENANCE / STEWARDSHIP		
SHORT TERM	Create a regular schedule of volunteer / community work days, especially in August for back-to-school prep <ul style="list-style-type: none"> • School garden coordinators • Grounds teams • Building operators 	<ul style="list-style-type: none"> • Work with District grounds teams and set up regular work days (i.e. 3x/year) for routine maintenance - make it big events with support • Connect community to opportunities to help with work days, etc. • Have community food access spot to distribute food harvested, ask folks for feedback

D. MAINTENANCE / STEWARDSHIP



		<ul style="list-style-type: none"> • Support summer work parties in school gardens so that they can be a community asset during the summer months
	<p>Create an approved list of stewardship activities that volunteers can do on campus to support learning and care of campus grounds</p>	<ul style="list-style-type: none"> • Staff, students and community feel a sense of pride of their school – how can they help care for it in a fun and engaging way? • Provide a web page on the district page of approved volunteer activities – create a list that helps make volunteering more efficient for staff and volunteers • Have a tool “library” ready for volunteers to check out for regular stewardship activities • Empower Principals to coordinate stewardship days with district support – what can be included in volunteer days?
MEDIUM TERM	<p>Districts hire a staff person to maintain Greenhouse facilities and coordination Greenhouse management</p>	<ul style="list-style-type: none"> • Has a budget to repair and keep building and facilities current and functioning • Coordinates ordering and storing major supplies for greenhouse operations (soil, tables, posts, irrigation, tools, etc.) • Works collaboratively with teaching staff so that teachers can teach and the Green House staff person can manage the building(s)
	<p>Districts hire school garden coordinators / or contracts for all schools to have access to school garden staff</p>	<ul style="list-style-type: none"> • Build upon existing models such as the WSU Extension Master Gardeners, Lower Columbia School Gardens, Hough Foundation Horticulture Club • Use national models for job description, partially paid by maintenance and partially by curriculum development • School garden coordinator can be the lead at schools to help coordinate volunteer stewardship and activities

E. COMMUNICATIONS / AWARENESS CAMPAIGN



SHORT TERM	<p>SW WA Green Schoolyards messaging - create a messaging to share with partners – create a “road show” that all can use to share the messaging</p>	<ul style="list-style-type: none"> ● Outline benefits, success stories and role of GSY in our region ● Where to start conversations to bring awareness to partners ● Who can start to build the relationships? (i.e. art association to art teachers) ● Use Pilot projects to show the realm of what is possible, tangible yet not taxing on existing resources ● Champion the successes – regularly share success stories to a broad audience (social media, newspaper, etc.)
	<p>Clarify our audience(s) and Identify key values to message to targeted partners</p> <ul style="list-style-type: none"> ● School boards ● Superintendents ● Principal’s groups ● CTE Advisory teams ● Certificated teacher teams ● Staff groups ● Grounds/Maintenance ● Facilities / Planners ● PTA/PTO groups ● Community / Neighborhood ● City leadership ● Governmental agencies ● Non-profit partners ● Tribal partners ● Community stakeholders ● Students ● ESD112 	<ul style="list-style-type: none"> ● Equity - schools can provide equitable access to nature and hands-on learning, inclusive for all ● Safe and welcoming spaces - open to all ● Natural spaces that support mental / emotional health (views of nature, calm spaces, etc.) ● Using Green Schoolyards to address Trauma-Informed care (ACES), mental health treatment and spaces to calm, de-escalate and reset ● Spaces that promote physical activity for all abilities ● Features that support multiple curriculum targets, including SEL, NGSS, PE, ELA, others ● Teachers can gain training and clock hours to learn how to teach outside while meeting school and curriculum goals
	<p>Create a forum for community input - invites more voices to the discussion</p>	<ul style="list-style-type: none"> ● Many people care about this work but may not be aware, create a platform for sharing and connecting ● Community advisory committee (BG and Camas have) Two way communication

E. COMMUNICATIONS / AWARENESS CAMPAIGN



		<ul style="list-style-type: none"> • Open garden tours - open to community members • Survey to community about Greening of Schoolyards; interest and awareness • Events - plant sales, Earth Day events, share message and get community input. • Hear from teachers or folks who work with young people - what is the best way to work with teachers/students to be involved in Climate Action - kids are learning but want to move to action & active projects, including mentorship • Climate Action internships, HS greenhouses are growing the plants to plant at ES and MS campuses • Guidance counselors can connect students to community service and opportunities; CTE groups - connecting with internships, etc. • Coordinate High School teams to work together for collaborative projects, funding and efforts
<p>MEDIUM TERM</p>	<p>Connect with School District communications teams</p>	<ul style="list-style-type: none"> • Build relationships with communications teams so that information can be shared • Open communication within district to funnel information on projects and successes
	<p>Success story and messaging videos - create a series of short videos for the topic</p>	<ul style="list-style-type: none"> • Success stories in our region • How partners can help and the role they play in success of building, use, programs • Share curriculum projects are successful • Forum for teachers to share successes • Lean on in-house communications teams to create videos • Utilize ESD connections to gain earned news coverage
	<p>Incentives and recognition for outdoor learning for teachers / schools</p>	<ul style="list-style-type: none"> • Work with districts to provide more coverage of outdoor learning

E. COMMUNICATIONS / AWARENESS CAMPAIGN



		<ul style="list-style-type: none"> • Create recognition programs (like the CCPH Green School awards, Green Apple Awards, etc.) • Work with OSPI for Green Ribbon Schools
	<p>Host workshop series on various topics to help address gaps in need and breaking down barriers</p>	<ul style="list-style-type: none"> • Create a series of topics from planning, building and maintaining features • Activities and training for parent volunteers • Curriculum connections for teachers • Sharing successes and networking • Panel experts to answer questions
LONG TERM	<p>Regular group discussion - planning</p>	<ul style="list-style-type: none"> • Make it part of the school/district culture • Continue to build momentum

APPENDIX A – GREEN SCHOOLYARD STEERING COMMITTEE -

Meeting notes

As part of the Action Planning process, the LCNN and CCCN partners have asked a number of community partners to join a Steering Committee to provide context and input on how best to move this Action Plan forward.

The Steering Committee will meet 5 times to discuss and inform the planning process:

- September 2022 - in person meeting at the Water Resources Education Center
- November 2022 - Zoom meeting
- February 2023 - Zoom meeting
- March 2023 - Zoom meeting
- May 2023 - Zoom and in person meeting, Ridgefield Library

Here is a summary of discussions to date:

SEPTEMBER 2022 - MEETING #1

Leveraging momentum to engage leadership across city and districts - how do we build on momentum of city and school district leadership?

- **Identify leadership** - who are the leaders to bring together for conversations and goal setting, including administration, school board members, teachers, students, families and community members who all feel welcome to contribute
- **Community goals / actions** - identify mutual goals and benefits for city and schools - equity and access for all to nature, cohesive messaging and awareness of importance of nature connections, safe routes to parks/schools, mental/emotional/physical health benefits, joint funding goals, community building, etc.
- **School goals for improved success** - without adding burden to teachers/staff, yet increase partnerships for skills building, hands-on learning, social-emotional learning, student focus and needs, hearing student voices, career preparation, cross curriculum goals with city goals and look for opportunities to increase and build programs
- **Environmental cross-connections** - identify opportunities to add more nature with tree plantings, native plants, habitat and other to meet environmental goals while meeting curriculum needs for hands-on learning. Share success stories, lead tours, activate natural areas with community building, stewardship and learning.

Activating and maintaining green schoolyards - what is a well-activated and well maintained green schoolyard?

- **Highlighting the values and goals of creating and using green schoolyards** - health and wellness benefits, academic benefits, creating welcoming access for all, both school and community use, building the culture of the school to use the outdoors, promoting good design that is successful for years to come.
- **Tools for activating spaces** - identify all of the potential uses for school and community, consistent messaging of what green schoolyards are and benefits (messaging outlets, tours, trainings, etc.), centralized tools to gain efficiencies (volunteer checks, volunteer work days, events/activities, community partners, etc.), teacher support and flexibility to implement.

Action Planning - short, medium and long term goals to build momentum and success

- **Short term actions** - Build on existing successes based on mapping of existing green schoolyards, compile a compelling story to share with leaders and teachers, start building relationships with key partners, create centralized data portals, and create forums to share ideas that welcome all voices
- **Medium term actions** - build on successful models at existing schools, provide teacher and staff training for various uses and goals, invite the community to contribute, identify gaps in the green schoolyards to build equitable access, develop goals & standards for sustainable green schoolyard designs, and create resources for teachers to activate outdoor learning (create staff position for full-time garden coordinators, community resources, BioBlitz program, recess activities, better kits, etc.).
- **Long term actions** - Identify reliable funding streams to build and activate green schoolyards, expand Washington's Outdoor School for All with local resources, tie green schoolyards to cities' and school districts action plans, creating on-going information and community sharing for green schoolyards.

NOVEMBER 2022 - MEETING #2

Grounding in our sense of why we do this work:

- Hands-on project based learning is priceless, to learn to protect what we care about
- Make sure learning is inclusive for all, reach as many kids as possible
- Kids need green spaces they can touch, interact with and be nearby (not some far off lands)
- Teach kids to be forward thinking - bulbs and seeds mean that you plan for the future, nurture and see it come to fruition
- Collaborate and synergize our work and partnerships to make more opportunities for students
- Create successful field trips at school and in our community

What was your “a-ha” moment from the kickoff?

- **Forging connections and meeting partners to collaborate and multiply** our efforts. Especially from across disciplines and levels of organizations involved. Where can we pool resources to strengthen the impact. A diversity of experiences and expertise and ideas at the table.
- **Exciting to be part of a larger movement** across the country to get kids outside. Can pull from other communities, we don't need to start from scratch.
- **How the LCNN can pull together and speak with one voice** to further the effort.
- **The breadth of Green Schoolyards work in our region already** and the opportunities to do more. Build a sense of community that we can support each other. Very encouraging!
- **Strong participation from the COV and cross connection of opportunities**, including Climate Action goals, stormwater and urban forestry. How they may be able to help with removing asphalt and adding more green schoolyards.
- **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.
- **Teachers need a forum to ask their questions** and then how can we package support for them to learn about and use Green Schoolyards.
- **An example of combined support is the goal for universal background check** system (get cleared once and then it is good for all of the districts). There are essentially two levels, depending on level of access to working directly with students. One level, submit to WA State Police background check system and get clearance. The more detailed level requires fingerprinting and a fee (at least \$60) that is burdensome and expensive. Mark W. talked with several leadership teams, as this is an HR issue for the districts. Some districts can meet with an organization to get a group clearance before the start of the school year and it is good (just check in at the office). VPS uses the WA Police and the check is good for 2 years. Longview/Kelso goes the more expensive route.

How do we identify GSY importance for schools/partners

- **Get the message to schools at multiple levels**, create something that is hard for them to say no, that an organized and collaborative approach is more cohesive. On site field trips are a great stepping stone to more distant field trips, hands-on, every day and seasonal observations. All lessons can be taught.
- **Our community Environmental Educators (EE) organizations are a resource** to schools with expertise and enthusiasm to teach science and outdoor lessons. How to better centralize who and what they offer, get information to teachers, help fund getting their work into schools to minimize the burden to schools. Also to help coordinate other community resources, parent volunteers, etc.
- **Messaging - small steps are a great start.** LCNN partners can help provide content along the way. Can start with simple observations, like first frost. Need buy-in from teachers and curriculum leads, build relationships and trust.
- **Various models of Green Schoolyards support have pros and cons.** There is no one-fit model for all schools so the programs need to be flexible and adaptable. School leadership needs to contribute to make it part of their culture.
- **Offer trainings and professional development** - what it means to teach outside, programs for outdoors, get people comfortable being outdoors. Use personal outreach with face to face connections and follow up.
- **Work with staff outside of classroom teachers to address the multiple benefits from being outdoors**, such as behavior regulation, de-escalation, stress reduction, etc. New building designs are including safe rooms, outdoor spaces can provide similar benefits. Gain trust to create these unique and diverse outdoor spaces with keeping safety and security in mind.
- **Addressing the support and needs for special education students with equitable access to the outdoors.** Field trips can be challenging as some students may not be able to go without support staff or stay on the bus. This is not equitable. But using Green Schoolyards, kids can get acclimated and use all school year.
- **Use Green Schoolyards as a tool to bring cultural learning and understanding** to the school. Work with local / regional partners such as the Indigenous communities, LULAC Grows, Afghan refugees, and others. Learning about caring for the land and the food we grow for healthy & respectful diets, working with the land, soil and plants. Including native species.
- **Create a Resource Share / Lending opportunity** - local native seed sources, outdoor classroom / garden tending kits (sets of work gloves, hand tools, clipboards, magnifying glasses, etc.) that can be checked out, used and returned. So not every school has to invest in a lot of equipment to get started. Create a “library” of kits to check out for soils, working in the garden, water quality, animals/habitat, etc.
- **Seek sustainable grant resources to support** pulling these pieces together such as Apple Health <https://apples4ed.com/> (due Jan. 2023), Kaiser Health grants <https://about.kaiserpermanente.org/community-health/communities-we->

[serve/washington-community/grants](#) and others. Put together our ASK and seek local/regional funders.

FEBRUARY 2023 - MEETING #3

AGENDA

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?
 - a. Build a list of existing success stories that we can all pull from
 - b. 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?
 - a. Supporting teacher training
 - b. 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?

Headline exercise brainstorm ideas- 5 years from now, when everything goes well, what is the headline in the paper; what is the headline now. 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.

SUMMARY NOTES from meeting

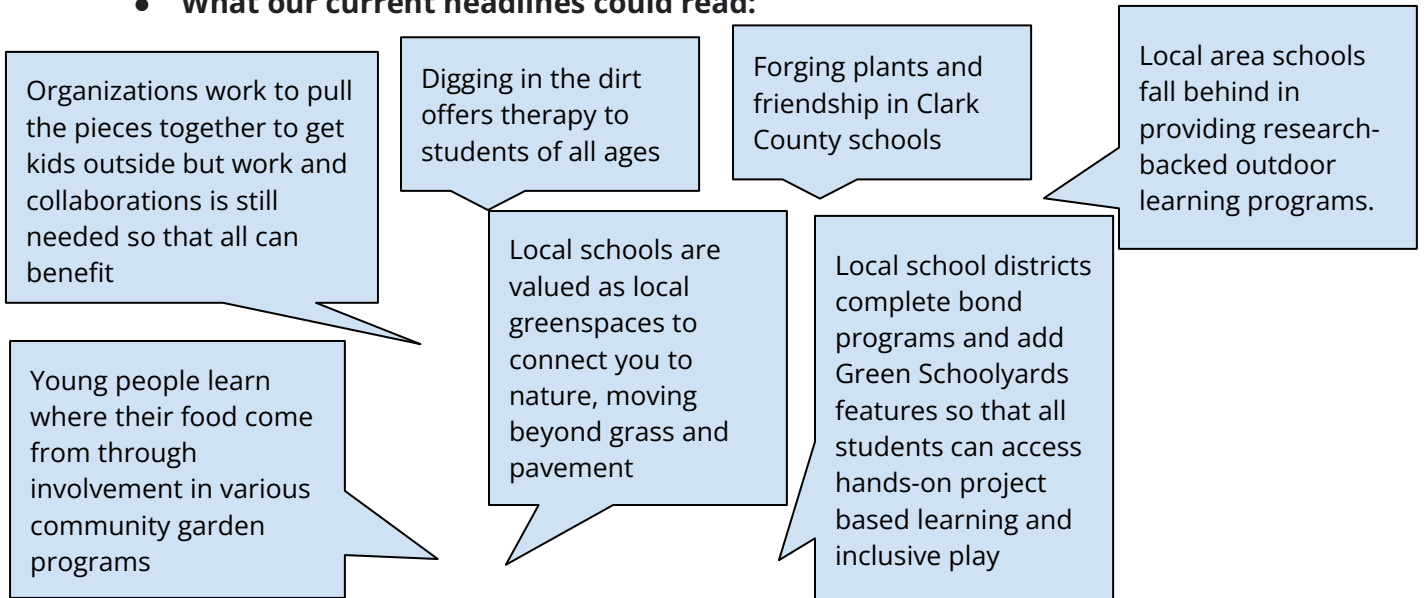
Success stories from intros

- 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, they really enjoyed it.
- Amy Koski – Clark County Built Environment public health – new to the group
- Yasmina Aknin – CCPH – Life Course Program Manager
- 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 & grow the program.

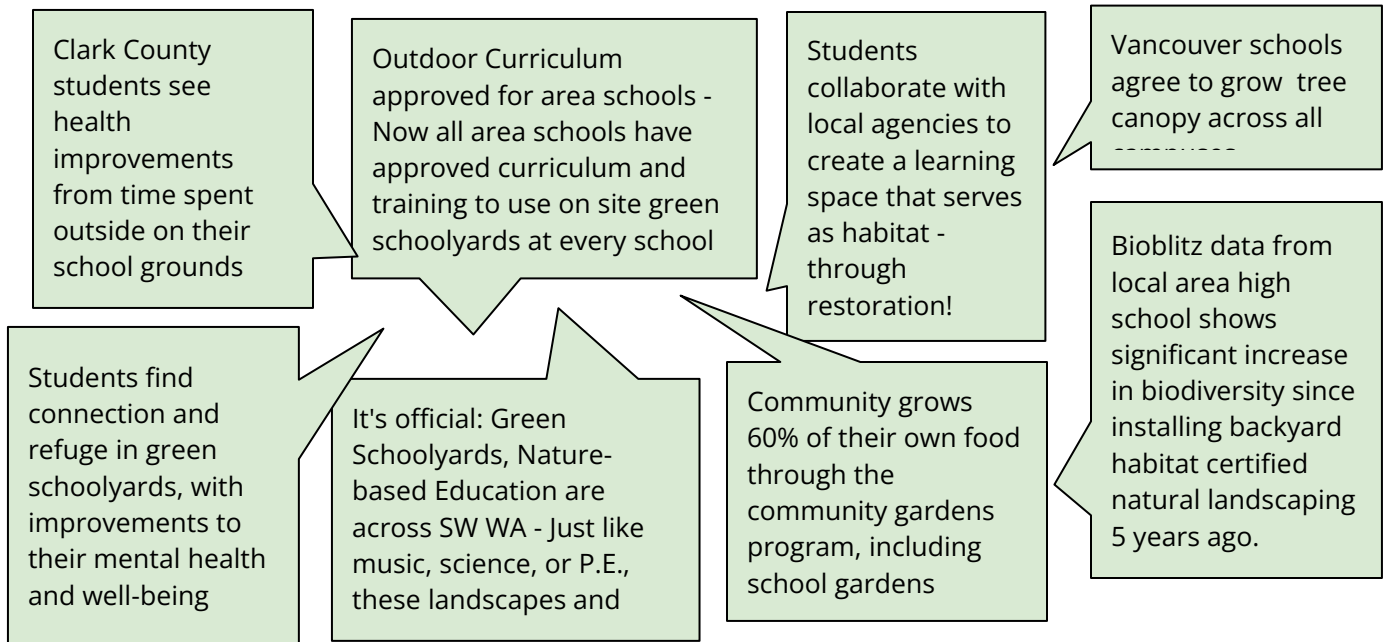
- Jessica George – COV Forestry – EPS Frontier MS has a 7th grade teacher and class to research tree species, develop the planting plan and plant trees in March. List of school tree plantings
- Matthew Solberg – CPU former MS science teacher, now Invasive Species coordinator
- Mesha Wood – USFWS – WA 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.

Headlines exercise –

- 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.
- ESD112 (Stacy Meyer) to connect with teachers for professional development, help teachers feel more comfortable in their gardens, she made the training happen.
- Work with OSPI to 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.
- **What our current headlines could read:**



What we would like our headlines to read in 5 years:



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 –

- Tie to 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 extra activity. 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 in Evergreen and Vancouver for their input
- 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 – create flier / handout / presentation to share with local school boards
- Andrea P. will be presenting the Battle Ground School 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

MARCH 9, 2023 3-4:30pm - MEETING #4

Refinement of action items

1. **Welcome & introductions** - any feedback from previous discussions or updates for the team?
2. **Recap of where we have been**
 - a. **Building & leveraging momentum** - there has been some great work done to date, building a coalition of partners, understanding school goals, environmental connections
 - b. **A-ha moments and success stories** - show diverse examples of uses, benefits and value
 - c. **Identify GSY importance for schools and partners** - curriculum and school goals, messaging & communication strategies, models for green schoolyards, community partners support, etc.
 - d. **Framing GSY** - align resources to priority needs, available resources, success stories
 - e. **Need to activate schoolyards** - classroom teaching, recess programming, after school clubs, community uses (professional development, school garden coordinator, etc.)
 - f. **Invest in relationship building** - Connect community partners (City and District leadership), bring others into the conversations, nexus with community goals such as environmental and public health, address equity and inclusivity, diversify to meet cultural needs across the community
 - g. **Action planning - short, medium and long term goals** - identify priorities, funding and stakeholders to move items forward
3. **Where we are now** - reviewing and prioritizing our action items
 - a. Briefly review recent teacher training as a snap shot of where teachers are at
4. **Where we are going** - look forward to steps to implement and move this work forward (In May meeting and beyond).
5. **Let's dive in** - some of this work can happen within our current day jobs while others may need additional partners and funding. Have we included all of the action items to support this work?

MAY 2023 - MEETING #5

Prioritization of action items and launch planning – Ridgefield Community Library. Working on this Action Planning document.

APPENDIX B – SUCCESS STORIES

Southwest Washington schools have been actively using school campuses for outdoor learning for over 20 years. Here are some key examples of success stories to inspire, learn and promote outdoor learning for health, wellness and academic support.

Vancouver Public Schools - Hough Elementary (1900 Daniels St., Vancouver, WA)

Hough ES Principal, students and families began the Green Team and Backyard Field Trip project in 2012. Green Team included everyone at the school so that everyone had a chance to participate as often as they wanted. Some students or classes joined in projects every week, while others joined for just special projects or a quick recess break.

The Backyard Field Trip was a planning, design and installation project that was phased over time to transform the school grounds to include lots more nature including sensory garden, strawberry patch, imagination play, inclusive play structures and an outdoor learning garden area. The projects were organized by volunteer parents with support of school administration. All funds, for all seven phases, were fundraised through local grants, PTA, local businesses and the neighborhood, as well as the school community. It was a truly grassroots effort with approval from the school district facilities team. The seven phases include strawberry and flower bulb plantings, outdoor stage and classroom, imagination play area, sensory garden, inclusive playground renovation (district funded project with school input), and learning meadow and garden. Installations were planned annually between 2012 and 2018. Once the features were installed, attention turned to programming and activating the spaces. During these years, parent volunteers would visit the school for recess activities and community clean up days.

Two volunteers from the PCC/Legacy Health Horticultural Therapy (HTR) program approached the Hough Foundation to fund a recess and after school program for Green Team and a new Garden Club. Funding was secured to hire a HTR to run recess programs, class projects and an after-school garden program. The funding for the project is heavily sponsored by generous donors who understand the value of connecting kids to nature. The program has evolved and is managed by Mandi Atkinson (HTR/Special Education Para-educator) to have consistent staffing and staff who are trained. Students that are often not given the chance to join activities due to behavioral challenges or due to physical limitations have equal opportunities to participate. This level of support ensures that parents can breathe easy sending their kids to the program knowing that they're prepared in the case of an escalation or in the case that we need to adapt an activity. The program thrives because they've been through the trial and error of programming and have fine-tuned it in such a way that it's cost effective, and we can satisfy a diverse group of interests. We often have some students who want to dig in the dirt and others who would rather sit under a tree and make a leaf journal. We can make that happen, with consistent staff because we have the community support to make it happen.

By the numbers:

- Programming – 11 years
- Number of students served – over 1,000 – grades Kindergarten through 5th grade
- Community partners – Funded by Hough Foundation and supported by over a dozen partners

NEED TO INCLUDE MORE EXAMPLES

- Lower Columbia School Gardens
- WSU Extension School Garden Coordinator in VPS / EPS schools
- Hazel Dell Elementary
- Lacamas Lake Elementary
- VPS Bond program – King, VITA, Truman, Walnut Grove
- Battle Ground school gardens – District funding and installations
- Hockinson Schools – early childhood nature play, elementary school garden, etc.
- Area High School green house programs
- Evergreen School bond program – Image, Sifton, Ellsworth, Marrion, Emerald, Burton, etc.
- Lots of others!!!! Let's get those documented

APPENDIX C - REFERENCES & RESOURCES

NATIONAL

- Children & Nature Network – Green Schoolyards - <https://www.childrenandnature.org/schools/>
- Green Schoolyards America - <https://www.greenschoolyards.org/>
- Trust for Public Lands – Green Schoolyards - <https://www.tpl.org/our-mission/schoolyards#:~:text=With%20help%20from%20our%20partners,community%20health%20and%20climate%20resiliency.>
- National League of Cities - <https://www.nlc.org/events/lessons-from-cities-around-the-world-sustainability-and-resilience-through-green-schoolyards/>
- The **Living Schoolyards Act** (Senate Bill – 1538) - https://www.heinrich.senate.gov/imo/media/doc/living_schoolyards_fact_sheet.pdf; more information: <https://www.greenschoolyards.org/living-schoolyards-act>
- National Wildlife Federation – Schoolyard Habitats - <https://www.nwf.org/schoolyard/>
- U.S. Fish & Wildlife Service – Schoolyard Habitats - <https://www.fws.gov/media/schoolyard-habitat-project-guide>
- NC State Design – Natural Learning Initiative - <https://naturalearning.org/>

PACIFIC NORTHWEST

- Clearing Journal – Green Schoolyards Issue (spring 2023) - <https://online.fliphtml5.com/hnjow/bqxi/#p=1>
- Oregon Rural Community Schoolyards with Trust for Public Lands - <https://oregonschoolyards.com/>

STATE OF WASHINGTON

- OSPI – Department of Environment & Sustainability - <https://ospi.k12.wa.us/student-success/resources-subject-area/environment-sustainability>
- OSPI Outdoor Learning Grants - <https://rco.wa.gov/grant/outdoor-learning-grants/>
- OSPI Outdoor Education for All Program - <https://ospi.k12.wa.us/student-success/resources-subject-area/science/outdoor-education-all-program>

SOUTHWEST WASHINGTON

- City of Vancouver, Washington - <https://www.cityofvancouver.us/>:
 - Climate Action Plan - <https://www.cityofvancouver.us/city-managers-office/climate-action/#:~:text=What's%20in%20the%20plan,%2C%20Governance%2C%20and%20Natural%20Systems.>
 - Water Resources Education Center - <https://www.cityofvancouver.us/government/department/public-works/water-resources-education-center/>
 - Urban Forestry - <https://www.cityofvancouver.us/government/department/public-works/urban-forestry/>

- Volunteer Coordination - <https://www.cityofvancouver.us/government/department/parks-recreation-and-cultural-services/volunteer-programs/>
- Student Watershed Monitoring Network - <https://www.cityofvancouver.us/government/department/public-works/water-resources-education-center/student-watershed-monitoring-network/>
- Clark County, Washington
 - Climate Action Plan - <https://clark.wa.gov/community-planning/climate-change-planning>
 - Public Works - <https://clark.wa.gov/public-works>
 - Volunteer Coordination - <https://clark.wa.gov/public-works/volunteer>
- ESD112 Science Curriculum - <https://www.esd112.org/stem-initiatives/stem-materials-center/>
- WSU Extension Master Gardeners – School Gardens - <https://extension.wsu.edu/clark/master-gardeners/community-education/school-gardens/>
- CASEE Center, Battle Ground Schools - <https://casee.battlegroundps.org/>

BOOKS / WEB RESOURCES:

- *Asphalt to Ecosystems*, S. Danks - <https://www.greenschoolyards.org/asphalt2ecosystems>
- *Schools That Heal – Design with Mental Health in Mind*, C. Latane <https://islandpress.org/books/schools-heal>
- *Schools and Climate Change - KQED MindShift* - <https://hechingerreport.org/why-schoolyards-are-a-critical-space-for-teaching-about-and-fighting-extreme-heat-and-climate-change/>
- *Teaching Towards Green Schools - Transforming K–12 Education through Sustainable Practices*, L. Plevyak - https://www.routledge.com/Teaching-Towards-Green-Schools-Transforming-K12-Education-through-Sustainable/Plevyak/p/book/9780367759070?gclid=CjwKCAjw-eKpBhAbEiwAqFL0mtmVgLlei2ab7_bnf_rsV8NadUs_bp8ay4qiuXvrPypF-Li2z9dqFBoCyhQQAvD_BwE

EXAMPLE GREEN SCHOOLYARDS FROM OTHER DISTRICTS:

- Portland Public Schools (Maine) - <https://www.portlandschools.org/academic-programs/outdoor-learning/living-schoolyards>
- Portland Public Schools (Oregon) - <https://www.pps.net/sustainability>
- Grand Rapids Public Schools (Michigan) - <https://www.schoolnewsnetwork.org/2020/09/11/city-schools-come-together-to-create-green-schoolyards-for-students/>
- Oakland Unified School District (California) - <https://www.ousd.org/Page/22248>
- Many, many more online if you search: “Green Schoolyards,” “Community Schoolyards,” or “Living Schoolyards”