



SEBASTOPOL UNION SCHOOL DISTRICT

“Growing Quality”

**STRATEGIC PLAN
2013-2018**

We thank our staff and volunteers who generously gave of their time and thoughtfulness to develop this Strategic Plan.

Strategic Planning Team	
Kathy Ohm	Facilitator
Brent Gorris	Parent and Teacher
Liz Knisely	Community Member, Retired Teacher
Laurie Maguire	Teacher
Mac Thompson	Trustee, Parent
Sara Gramm	Parent, Teacher
Terence Rodgers	Teacher
Susan Olson	Charter School Administrator
Megan Sorensen	Parent
Karen McGahey	County Office Staff
Paul Olson	Community Member, Retired Teacher
Laurie Whiteside	Administrator
Liz Schott	Administrator
Julie Aiello	Teacher
Mike Carey	Trustee, Retired Administrator
Debbie Ramirez	Trustee, Parent
David Stecher	Community Member, former Trustee
Lisa Gonzalez	Parent, Foundation Board
Janie Frigault	Classified Staff Member

Action Team 1 – Assessments	Action Team 2 – Fiscal	Action Team 3 – Creative, Critical, Global
Leader: Jenny Sortino Laurie Whiteside April McDonald Shari Conradson Melissa Hall Terence Rodgers Greg Corby Cindy Holland Angie Lewis	Leader: Clar Rosso Liz Schott J.T. O’Neill Bob Folker Lisa Gonzalez Brent Gorris Meg Mizutani Carolyn Bischof Kellie Noe Renata Brillinger Sara Margulis	Leader: Jeff Stucker Mark Allen Sarah Garrison Francine Shelby Dana Moises Laura Ann Freedman Katharine Gabor Katherine Perry Karen McGahey Suzi O’Rear Laurie Maguire Kate Thompson

Plan development, approval, review, and distribution timeline:

November 15 & 16, 2012: Draft plan developed by Strategic Planning Team

January-April, 2013: Action Plans completed

May 10, 2013: Action Plans considered by Strategic Planning Team; Strategic Plan finalized for submission to Board of Trustees

May 20, 2013: Board of Trustees approves Strategic Plan

Plan distributed to district and community

May, 2014, 2015, 2016, 2017, 2018: Annual Reviews and Updates

SEBASTOPOL UNION SCHOOL DISTRICT STRATEGIC PLAN

Our Beliefs

We believe that every human being has inherent worth.

We believe that family is the foundation of self and society.

We believe that caring, trusting relationships cultivate success.

We believe that individuals have a responsibility to contribute to the health and well-being of family, community and society.

We believe that a healthy community supports its members.

We believe that embracing diversity strengthens community.

Our Mission

As a progressive district that is an integral part of its engaged and diverse community, Sebastopol Union School District graduates all of its students as globally-minded citizens, critical and creative thinkers, skilled collaborators, and fully-engaged learners who achieve academic excellence and are socially and emotionally resilient; we accomplish this with inspired teaching of a rigorous and meaningful curriculum in a dynamic learning environment where we support and challenge every student in partnership with families and community.

Our Objectives

Each student will demonstrate increased proficiency in reading and math as measured at set intervals throughout the school year using districtwide formative assessments and annually by state standardized tests.

All students will graduate as competent critical and creative thinkers having had multiple experiences at every level throughout their school careers.

Every student will demonstrate, on an annual basis, an increased understanding of his/her role as a globally-minded citizen.

One hundred percent of 8th graders will meet or exceed graduation requirements by 2016.

Our Strategies

We will create and implement formative assessments in reading and math districtwide to inform and improve instruction in order to increase student achievement.

We will study our financial resources, assets and realities – state funding, decreasing enrollment – and recommend options to best ensure the long-term fiscal health of our district in order to best achieve our mission.

We will create and implement a system that ensures our students graduate with the following competencies: critical and creative thinking and global-minded citizenship.

Our Parameters

All site decisions will be consistent with our mission and objectives.

No program or service will be accepted unless it is consistent with the Strategic Plan, benefits clearly exceed costs, and provisions are made for staff development and program evaluation.

We will not retain any program or service unless it contributes to achieving our mission and objectives, and benefits exceed costs.

We will make all decisions in the best interest of children and through the lens of our strategic plan.

There will be an annual reflective review and analysis of the Strategic Plan and, if necessary, revisions will be made to ensure that Sebastopol Union School District remains a dynamic organization.

Strategy 1: Develop common, districtwide, standards-based formative assessments in Reading and Math

Specific Result 1.0: Measure essential skills, knowledge and understandings that students will achieve at each grade level.

	Action Step	Assigned To	Starting Date	Due Date	Completed On
1.1	Meet with all teachers to train them to differentiate between formative and summative assessments to help teachers be more informed consumers of assessment tools (electronic, formal or informal assessments).	Administration	First trimester 2013	First trimester 2014	
1.2	Survey standards at grade level in math and reading to identify key areas for assessment (This will include Common Core State Standards).	Administration Teachers	First trimester 2013	First trimester 2013	
1.3	Prioritize which standards should be assessed.	Teachers	First trimester 2013	First trimester 2014	
1.4	Pilot group will review and select possible formative assessments.	Administration Teachers	First trimester 2013	First trimester 2014	
1.5	Assessment materials and training will be provided.	Administration	First trimester 2013	First trimester 2014	
1.6	Teachers will use selected formative assessments at predetermined intervals, and periodically meet as a group to compare and discuss their effectiveness.	Teachers	September, 2014	May, 2014	
1.7	Teachers (individually/collectively) will evaluate the effectiveness of selected formative assessments at the end of the year and make recommendations.	Teachers	September, 2014	May, 2014	

Specific Result 2: Demonstrate consistency and alignment from grade level to grade level

	Action Step	Assigned To	Starting Date	Due Date	Completed On
2.1	Teachers will be involved in selecting the standards that are of greatest priority for their grade and subject area and the grade level prior and to articulate with Grade 9.	Teachers	First trimester 2013	Third trimester 2015	
2.2	Teachers will discuss in Professional Learning Communities (PLC) how these standards evolve across grade levels to identify key areas, duplication or omissions in coverage.	Teachers	First trimester 2014	Third trimester 2015	

	Action Step	Assigned To	Starting Date	Due Date	Completed On
2.3	All grade level and departments are using the same formative assessments so that data can be viewed and understood by all members of the community.	Administration Teachers	First Trimester 2013	Ongoing	
2.4	Administrators will provide support, which could include training, non-instructional time, tools for effective use of assessments, individual goal setting, specific support for student intervention.	Administration	First Trimester 2013	Ongoing	

Specific Result 3: Include benchmark scores or levels for each assessment period

	Action Step	Assigned To	Starting Date	Due Date	Completed On
3.1	Determine what the benchmarks scores are for each assessment window.	Administration Teachers	Third Trimester 2014	Prior to first test window 2014	
3.2	Develop a “scoring sheet” that reflects agreed upon benchmark scores.	Administration Teachers	Third Trimester 2014	Prior to first test window 2014	
3.3	Train staff on administering and calibrating formative assessments.	Administration	First Trimester 2014	Prior to first test window 2014	

Specific Result 4: Are administered at common, predetermined intervals

	Action Step	Assigned To	Starting Date	Due Date	Completed On
4.1	Staff and administration will determine what the assessment windows will be.	Administration Teachers	First Trimester 2013	Third Trimester 2013	

Specific Result 5: Are centrally collected and collated for redistribution to colleagues

	Action Step	Assigned To	Starting Date	Due Date	Completed On
5.1	Identify staff or administrator who will collect and collate assessments at the end of each assessment window.	Administration Staff	First Trimester 2015	Before First test window 2015	
5.2	Develop or select an organizational system for collecting collating and distributing data.	Administration Teachers Staff	First Trimester 2015	Before First test window 2015	

Specific Result 6: Assessments shall be used by PLCs to strengthen student learning

	Action Step	Assigned To	Starting Date	Due Date	Completed On
6.1	Retrain all staff on the purpose, structure and function of the PLC. Select a planning and recording template for organizing the work of the PLC.	Administration	Fall staff development day 2013	Fall staff development day 2013	

	Action Step	Assigned To	Starting Date	Due Date	Completed On
6.2	Analyze summative state-mandated test results and prior-year third trimester formative test results.	Administrators Teachers	First trimester 2013	First trimester 2013	
6.3	Inform and improve instruction <ul style="list-style-type: none"> ▪ After each formative assessment has been administered and scored, PLC will meet to interpret how the results should inform instruction (by students, sub-groups, classes and grade levels as a whole). 	Teachers	After first assessment window 2014	Ongoing	
6.4	Share our strengths and expertise: <ul style="list-style-type: none"> ▪ PLC will share knowledge, resources, and materials that lend themselves to meeting the goals and objectives determined by the review process. 	Administration Teachers	After first assessment window 2014	Ongoing	
6.6	Allocate resources: <ul style="list-style-type: none"> • Any additional resources and/or staff development needed by the teachers will be submitted in writing to the administrator. • Allocate human, technical and material resources to support students needing additional services in reading, math, ELD, speech, resources specialists, etc. 	Administration Teachers	After first assessment window 2014	Ongoing	

Specific Result 7: Create a record of the assessment for each student

	Action Step	Assigned To	Starting Date	Due Date	Completed On
7.1	Assessment results are included in a record that follows students as they pass from grade to grade.	Administration Teachers Staff	Before first assessment window 2014	Ongoing	

STRATEGY 2: We will study our financial resources, assets, and realities – state funding, decreasing enrollment – and recommend options to best ensure the long-term fiscal health of our district in order to best achieve our mission.

SPECIFIC RESULT 1: Increased enrollment through a well-executed marketing/public relations plan designed to enhance visibility in the community.

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
2.1	Contract with a marketing professional.	Superintendent	August 1, 2013	September 1, 2013	
2.2	Develop and execute a comprehensive marketing and public relations plan (e.g. web presence, social media management, media interactions, branding, event calendar, community event outreach, publicity materials, business community interactions).	Contractor	September 1, 2013	June 30, 2014	

	Action Step	Assigned To	Starting Date	Due Date	Completed On
2.3	Develop measurable goals for increased enrollment.	Superintendent, CBO, Contractor	September 1, 2013	October 1, 2013	
2.4	Develop metrics to evaluate progress toward various plan components outlined in Step 2.2.	Superintendent, CBO, Contractor	September 1, 2013	October 1, 2013	
2.5	Modify and adapt marketing and public relations plan annually.	Superintendent, CBO, Contractor	September 1, 2014	October 1, 2014	

SPECIFIC RESULT 2: A recurring, open evaluation of district and state budgets resulting in timely recommendations for improving the long-term fiscal health of the district.

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
1.1	Form a team of 12-15 representatives from stakeholder groups in the district – parents, staff, community members. Enlist membership from grade levels, sites, SEF leadership, administration, community, subject areas, and the 21 st century learning team.	Superintendent	July 1, 2013	September 1, 2013	
1.2	Meet at least two times per year (August and January) to review enrollment, analyze district and state budgets, create a fundraising plan, consider alternate structures (charter, basic aid, no interdistrict enrollment) and recommend actions to the Board when indicated.	Committee	August, 2013	January, 2014	
1.3	Prepare a summary report of each meeting to be communicated to all district staff and families, and to the community via email, U.S. Mail, social media posts, town hall meetings, open houses, press releases and principals' coffees, and other avenues.	Superintendent, committee representatives	September, 2013	February, 2014	

STRATEGY 3: We will create and implement a system that ensures our students graduate with the following competencies: critical and creative thinking and global-minded citizenship.

SPECIFIC RESULT 1: 100% of teachers will have engaged in high-quality professional development for California Common Core State Standards (CCSS) in both English Language Arts (ELA) and Math

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
1.1	Establish a districtwide Curriculum Leadership Team (administration, one K-2 and one 3-5 teacher rep from each site, two 6-8 teacher reps).	Principals, Leadership Team	June, 2013	June, 2013	

	Action Step	Assigned To	Starting Date	Due Date	Completed On
1.2	Leadership Team develops a 3-year plan for implementation of CCCSS in ELA and Math and 21 st Century Learning a. Work with SCOE for ongoing professional learning b. Apply for, and send a teach of administrators and teachers to 21 st Century Learning Institute	Principals, Leadership Team	August, 2013 a. Ongoing b. As needed	August, 2013 a. Ongoing b. As needed	
1.3	Plan and schedule collaboration time on staff development days and shortened Wednesdays for teachers to complete unit planning consistent with CCCSS.	Principals, Leadership Team	June, 2013	June, 2013	
1.4	Plan and schedule time to educate parents about CCCSS and 21 st Century Learning.	Principals, Leadership Team	June, 2014	June, 2014	

SPECIFIC RESULT 2: Study the timeliness, feasibility and advisability of expanding the International Baccalaureate (IB) program to all grade levels at all Sebastopol Union School District (SUSD) schools.

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
2.1	Curriculum Leadership Committee will share current progress of teacher training and effectiveness of implementation of CCCSS and 21 st Century Learning.	Principals, Leadership Team	September, 2014	December, 2014	
2.2	Committee will determine whether or not Brook Haven (BH) should: a. Begin the transition to becoming an IB school in 2015 and to what extent - Primary Years Program (PYP) and/or Middle Years Program (MYP) b. Or, strengthen training and skill-development for BH teachers in 21 st Century Learning and other Creative, Critical, Global Minded (CCGM) methods - Project-based Learning (PBL), Arts and Sciences, Community Based Learning, Service Learning, etc.	Principals, Leadership Team	March 2015	April 2015	
2.3	If it is determined that IB shall be a districtwide program, the following Action Steps should be pursued.				
2.4	Create a plan to schedule opportunities to promote and increase awareness of basic foundation of IB Program districtwide to teachers and parents, such as: a. Post information on designated website (parent access) b. Create flyer/packet available to all c. Offer informational meetings – Back to School Night, etc. (available bilingual) <i>Cross-reference: marketing plan</i>	School Board, Administration, IB Coordinator	As early as May, 2015	One month	

	Action Step	Assigned To	Starting Date	Due Date	Completed On
2.5	Plan steps and schedule for implementation of IB districtwide over time in order to be accredited.	Leadership Team; Administration, IB Coordinator	As early as May, 2015	One month	
2.6	IB training program for all teachers new to IB. Partner with existing trained teachers with teachers new to IB to mentor and support; schedule regular, ongoing grade-level collaboration.	School Board, Leadership Team; PS and BH teachers	As early as Summer, 2015	One school year and summer	
2.7	Follow IB guidelines for blending IB into multi-age program format and requirements.	IB Coordinator, multi-age teachers	As early as August, 2015	Before, during, after training. One year, during or just following training	
2.8	Provide newly-trained IB teachers with needed IB materials.	Administration, IB Coordinator	As early as August, 2015		
2.9	Collaborate with marketing contractor to initiate regional promotion of District as an IB Program. Cross-reference: marketing plan	School Board, Administration, IB Coordinator	When most staff are trained and have begun implementing program	One month	
2.10	Regarding PS's IB Program only: Create a plan, schedule and implement opportunities to promote and increase awareness of basic foundation of IB Program districtwide to teachers and parents, such as: a. Post information on designated website (parent, teacher access) b. Create flyer/packet available to all c. Offer informational meetings – Back to School Night, etc. (available bilingual) Cross-reference: marketing plan	IB Coordinator, Administration, Marketing Contractor	May 2013	June 2013	
2.11	Promote PS IB Program with regional advertising campaign. Cross-reference: marketing plan				

SPECIFIC RESULT 3: Create and implement a districtwide technology plan.

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
3.1	Hire Educational Technology Specialist (0.2 FTE). Recommend hiring person with Information Technology (IT) and some teaching/training experience, and maintaining same employee consistently over years to carry out plan.	Administration, site leadership teams	August, 2013	October, 2013	
3.2	Identify funding opportunities.	Ed Tech Specialist (as soon as hired), teachers, parent volunteers	August, 2013	February 2014	

	Action Step	Assigned To	Starting Date	Due Date	Completed On
3.3	Draft Technology Plan which includes K-8 grade level technology requirements, and desired skills for learning. Include focused keyboarding skills for students grades 2-8 in preparation for Smarter Balanced Assessments. Get official approval by due date.	Administration, Ed Tech Specialist, site leadership teams, parent volunteers	October, 2013	February, 2014	
3.4	Communicate formalized Technology Plan to remaining teachers and school community.	Administration, Ed Tech Specialist	March, 2014	March, 2014	

SPECIFIC RESULT 4: Implement Project Based Learning (PBL) K-8

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
<i>Note: PBL is a tool that will be used in the context of CCCSS and 21st Century Learning. This Action Plan is written with the perspective that training for and integration of PBL should begin concurrently as the District plans and executes CCCSS implementation. However, the recommended timeline should be modified by the CCCSS Leadership Team to integrate with their 3-year plan and associated goals and resources.</i>					
4.1	Identify teachers to act as "PBL Champions": Recommended minimal representation = one teacher each from K-2, 3-5 and 6-8	Administration	May, 2013	September, 2013	
4.2	PBL Champions will participate on Leadership Team to provide rationale and recommendations for integration of PBL in curriculum. Consider prioritizing emphasis of PBL with Math and Science for first year of deployment.	Administration, PBL Champions	TBD by Leadership Team	June, 2015	
4.3	PBL Champions partner with other teachers in their grade levels to provide basic training in PBL and solicit input of PBL lessons already in use.				
4.4	PBL Champions work with school administration, IB Coordinator and teachers to integrate PBL with CCCSS and IB framework as appropriate by grade level.	IB Coordinator, PBL Champions		Ongoing	
4.5	Ensure that teachers of specific subjects have the time to coordinate with colleagues for PBL planning.	Administration		End of school year	
4.6	Identify annual PBL training opportunities during subsequent school years.	Administration, PBL Champions	2013-2014 2014-2015		
4.7	At set intervals, evaluate the effectiveness of implementation of PBL in order to determine the need for additional teacher support and professional development.	Administration, PBL Champions	TBD		

SPECIFIC RESULT 5: Enhanced visual and performing arts, music, and foreign language at all grade levels.

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
5.1	Make a baseline survey of existing K-8 curriculum to assess current practices with respect to visual and performing arts, music and foreign language. Identify curriculum ties to global literacy as relevant.	Volunteers, Teachers, Administration, Sebastopol Educational Foundation (SEF)	August, 2013	December, 2013	
5.2	Work with Leadership Team to create grade-specific goals for optimal student exposure to, and participation in, visual and performing arts, music and foreign language.	Volunteers, Teachers, Administration, Leadership Team	August, 2013	May, 2014	
5.3	Outline connections between the IB PYP and multicultural thematic units at PS.	IB Coordinator, Administration	August, 2013	December, 2013	
5.4	Based on the revised grade-specific goals, create an implementation plan and timeline for enhancing the visual arts curriculum.	Administration, Teachers, Volunteers	August, 2014	December, 2014	
5.5	Based on the revised grade-specific goals, create an implementation plan and timeline for enhancing the performing arts curriculum.	Administration, Teachers, Volunteers	August, 2014	December, 2014	
5.6	Based on the revised grade-specific goals, create an implementation plan and timeline for enhancing the music curriculum.	Administration, Teachers, Volunteers	August, 2014	December, 2014	
5.7	Based on the revised grade-specific goals, create an implementation plan and timeline for enhancing the foreign language curriculum.	Administration, Teachers, Volunteers	August, 2014	December, 2014	
5.8	Investigate feasibility of hiring support staff to teach K-5 foreign language and visual and performing arts.	Administration	January, 2015	May, 2015	
5.9	Coach teachers on best practices to integrate visual and performing arts into existing curricula.	Administration, Teachers, Volunteers	August, 2014	May, 2015	
5.10	Expand grade 6-8 elective offerings to include a greater variety of visual and performing arts and foreign language options.	Administration, Teachers, Volunteers	August, 2015	December, 2015	
5.11	Investigate feasibility of hiring support staff to teach 6-8 foreign language and visual and performing arts elective classes.	Administration	August, 2015	December, 2015	

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
5.12	Maintain existing funding through the Parcel Tax and increase funding to implement art, music, movement and foreign language programs to foster global literacy.	Administration	Ongoing		

SPECIFIC RESULT 6: Develop and implement a districtwide outdoor/environmental education (EE) program for grades K-8

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
<p><i>Note: It is the Planning Team's desire to leave this Specific Result in the Plan, but recommend implementing it later in the process (Years 4 and 5). Work on the CCCSS could result in integrating aspects of this Specific Result into the district's practice earlier than that. Parents, teachers and administration are encouraged to familiarize themselves with this Specific Result so that such connections can be made earlier in the process.</i></p>					
6.1	<p>Integrate EE with CCCSS</p> <ol style="list-style-type: none"> Identify an EE Advocate to join the CCCSS Leadership Team in order to help team see where CCCSS and EE intersect Recruit teachers to participate in training workshop for at least one of the Council for Environmental Education's programs (for more information on these, see footnote #1) for EE curriculum support Cross reference EE opportunities with ELA and Math standards in the first year Cross reference EE opportunities with History and Science standards EE Advocate maintains regular communication with PBL Champions in order to integrate PBL implementation with EE opportunities 	Volunteers, Administration, Teachers, Leadership Team, PBL Champions, EE Advocate			
6.2	<p>Create a dedicated, coordinated districtwide field trip program to take advantage of regional EE resources (see attached EE Resource Guide and footnote #2)</p> <ol style="list-style-type: none"> Present options to teachers and staff at PS and BH at staff meetings Teachers from each grade level choose at least one regional EE field trip opportunity per school year Apply/contact coordinator for chosen program and/or schedule trainings as needed Schedule field trips with program coordinators Teachers assess quality and relevance of program/field trips that they were involved in that year Grade levels meet to exchange thoughts and make additions or changes as needed (keeping at least one regional EE field trip opportunity per grade per school year) 	Volunteers, Teachers, EE Advocate			

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
6.3	<p>Develop a foundation for PS and BH school garden programs for all grades</p> <ol style="list-style-type: none"> a. Contact Les Greenwood at Montgomery High School about the possibility of partnering with his program (his students maintain school gardens over summer) for district school gardens b. Identify volunteer Garden Coordinators (GC) at each site. Consider resources such as AmeriCorps, Shone Farm (SRJC) interns, and/or community volunteers c. GC completes free online training through Sonoma County for a Gardener's certificate (see footnote #3 for information) so that s/he can coordinate a CSA with students and sell produce in the community (to fund GC position and sustain the garden program) d. GC works with students (and existing student clubs) of upper grades (3-5 at PS and 3-8 at BH) to begin to establish a districtwide, student-led recycling and composting program e. Investigate partnering with related Analy High School student clubs for mentoring our students and supporting our garden, recycling, and compost programs in SUSD f. Coordinate schedule with teachers of all grades to get all students in the garden/instructional greenhouse for at least 30 minutes per week g. Collaborate with teachers to integrate areas of curriculum with garden time to add further dimension and relevance to garden program (e.g., cooking projects, art projects, scientific monitoring, botany, ethnobotany, insect studies, etc., related to areas of study and units of inquiry) h. Expand garden areas and CSA program 	Volunteers, Administration, Teachers, Garden Coordinator, 3-8 Students			

	ACTION STEPS	Assigned To	Starting Date	Due Date	Completed On
6.4	<p>Visualize and strategize for enhancement of the District’s campuses’ exteriors and landscape to provide richer outdoor learning opportunities, local wildlife habitat and beauty</p> <p>a. Form a core team and begin analysis of BH campus</p> <p>b. Continue through steps toward applying for U.S. Fish and Wildlife Schoolyard Habitat grant (see footnote #4)</p> <p>c. If grant is received, core team can partner with Sharon Danks for further assistance with design and implementation of project in practical phases (see footnote #5)</p> <p>d. Consider partnering with Occidental Arts and Ecology Center (OAEC) and other regional programs for additional consultation and support through project phases</p> <p>e. PBL Champions work with BH teachers to integrate student participation into accessible phases of project design and implementation</p> <p>f. Assess progress at BH; consider PS campus, when practicable</p>	<p>Volunteers, Facilities Manager, Site Administration, Teachers, Core Team, PBL Champions, School Board</p>			

Footnotes:

1. The Council for Environmental Education (CEE) has many programs that provide free teacher trainings and ready-to-use curriculum materials (similar to FOSS kits that the District already uses, but specifically for EE) that are standards-based. Programs include Project WILD (curriculum activities around wildlife studies for grades K-12), Flying WILD in the City (bird conservation activities for middle schoolers), Project Learning Tree (K-8 activities using forests as the primary lens for EE), Project WILD Aquatic (focusing on aquatic wildlife and ecosystems for grades K-12) and more. See www.projectwild.org and www.plt.org for more info.
2. Suzanne O’Rear, community volunteer, and Kate Thompson, BH parent, have compiled a first edition of an Environmental Education (EE) Resource Guide. We have done this so that information on local EE resources, both places and programs, may be more easily accessible to teachers and site administrators. We hope that this guide may be used to help create a rich EE program for all grades, both in and out of the classroom.
3. The County website that describes the Gardener’s Certificate program is: https://secure.sonoma-county.org/agcomm/produce_gardener/
4. In Spring, 2012, BH parents, Debbie Ramirez, Kate Thompson, and Nichole Warwick attended a workshop at Salmon Creek School. The workshop was intended to provide participants with an introduction to planning and implementing school campus habitat projects. Participants were also informed about money available from the U.S. Fish and Wildlife Services for projects. Each participant received a copy of USFWS’s publication, Schoolyard Habitat Project Guide.
5. Sharon Danks is also the author of *Asphalt to Ecosystems*, a book which “documents existing green schoolyard examples from almost 150 schools in 11 countries, illustrating that a great many things are possible on school grounds when they are envisioned as outdoor classrooms for hands-on learning and play” (part of publisher’s summary). She is co-owner of Bay Tree Design, Inc. in Berkeley, and has worked with San Francisco public schools to assist them in planning and implementing green campus transformation in phases. Sharon is adept at involving the school community in the design, implementation and stewardship phases of projects, a strength that our district can appreciate.