

# LEARNING LANDSCAPES

## Operations Manual



**LEARNING LANDSCAPES**  
Nurturing a child's relationship to land and learning



# **LEARNING LANDSCAPES**

## **Operations Manual**

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# 01

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## PURPOSE

VISION, MISSION, BACKGROUND AND HISTORY  
PROGRAM DESIGN AND BEST PRACTICES  
THE PROCESS

**OUR VISION** is that all students in all schools in the Upper Feather River are engaged in quality outdoor education and the stewardship of their local environment, including their Learning Landscapes outdoor classrooms.

**OUR MISSION** is to conserve riparian, meadow and forest lands adjacent to every school in the Upper Feather River, while supporting teachers to independently use these Learning Landscapes effectively and sustainably.

## BACKGROUND AND HISTORY

Learning Landscapes was designed and developed as a new model for K-12 environmental literacy programming. Conceived in 2002 by Rob Wade, Outdoor Education Coordinator for the Plumas County Office of Education, and Paul Hardy, Executive Director of the Feather River Land Trust. Learning Landscape was intended to be a new environmental education (EE) model that—like land conservation—would endure in perpetuity.

For a complete history of Learning Landscapes, see [appendix 1.1](#)

The core concept behind Learning Landscapes is to conserve land within a 10-minute walk of every public school in the Upper Feather River Watershed region and support teachers to autonomously use these field sites as part of their regular instruction. Identified outcomes included student academic achievement, student mental and physical health and land stewardship.

## 01 / PROGRAM DESIGN AND BEST PRACTICES

### THE CORE FOUNDATION

Learning Landscapes is based upon the relationship between FRLT (*land*) and local K-12 schools (*learning*). Local private and public landowners provide specific sites within 10-minutes of a school. Over the years, further partnerships to support science inquiry and environmental stewardship have been developed to provide every teacher with professional expertise. The Learning Landscapes model, valued for its design and best practices, is being used nationwide within the land trust community to inspire new programs and enhance existing efforts.

### PROXIMITY

The proximity of a classroom to an outdoor teaching space defines its accessibility. The closer a field site is located to a classroom, the more it will be used. Through teacher surveys and interviews in 2004, it was determined, that the ideal maximum distance was a 10-minute walk from the school campus. This proximity also allows for a non-bus, non-cost walking field trip on any day of the school year, removing the additional obstacles to regular access and programming.

### FREQUENCY

Frequency of contact and experience have been shown to be a critical quality of a person's self-identification with, and positive orientation, toward a nature. The more time one spends in any place and engaged in any endeavor will directly correlate with increased value for that endeavor and that place. Too many EE experiences in public education have been far-flung and "one and done". One is far superior to none but it provides only one experience in one location—often a bus ride away. Repeated experiences in a natural setting, moves beyond an event type of experience and moves toward relationship with a deeper connection to place.

*Note: Proximity and frequency are spatial and temporal partners. It is the proximity of adjacent sites that allows them to be accessed frequently. So, while listed separately, they are not mutually exclusive in this model.*

### AUTONOMY

#### *Outside–In*

Traditional models of EE commonly place the teacher in an observers role and took them out of their “expert” role. Often EE providers would come from outside of the school to lead an activity or experience that was loosely, if at all, connected to what the class was studying. The teacher would use the opportunity to take a well deserved break to prepare for their next instruction. While this experience was enjoyed by the kids and valued by the teacher, it rarely made a measurable difference in learning as it lacked integration. The outside-in model was pervasive and an ultimate dead-end for funding, real growth and change.

#### *Inside–Out*

Teachers are with their students every day of the school year—180 days. 36 weeks. 9 months. 3 seasons. Teachers are a daily presence and ultimately the gatekeepers of their students. They open the door or leave it shut. If a teacher has the interest, belief and ability of teaching outside the classroom, then it can and will happen. In surveys, interviews and analysis, conducted 2003-2005—exploring why teachers did or did not teach outside the classroom—several obstacles and elements emerged as determinant. At the time of the analysis, only 16% of elementary school teachers used the outdoors for formal instruction. These obstacles are listed on the facing page and helped to establish the design and implementation criteria of Learning Landscapes.

*Note: Autonomous teachers do not mean unsupported. Working with local people and partners is essential for a teacher. The land trust itself may have staff and volunteers who are committed to helping teachers to have successful experiences in the outdoors. These relationships will be important qualities of support throughout any given year, however if outdoor experiences require constant outside presence then the limitation is already established.*

### PERPETUITY

Learning Landscapes is a model that is designed to have endurance. By creating outdoor learning areas with long-term commitments from willing landowners, by supporting and training teachers each year, and by working with the schools and district administration to remove bureaucratic hurdles to take walking field trips, it is our belief that Learning Landscapes will stand the test of time.

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C

D

E

F

G

## CONTENT BACKGROUND

Only 5% of elementary school teachers nationally have a Bachelor of Science degree. Without the knowledge base and related confidence in subject matter, teachers avoid science and EE instruction generally.

## EXTERNAL RISK

The perception of risk and related safety liability are enough to deter many teachers from the venture outside.

## OUTDOOR GROUP MANAGEMENT

Teaching outside is not teaching inside. While both are in a given space and require rules of conduct and behavioral expectations, a 30' x 30' enclosed space is far more simple to manage for most teachers. Outside on the other hand, especially for the uninitiated, does not have the same, easy to identify physical constraints and controlled focal points.

## PLACE

Most teachers identified the lack of a clearly identified place to go as a large obstacle to going outside. A major constraint was simply an identified, established, accessible and safe space that the teacher had permission to take students.

## AMENITY

Teachers identified infrastructure attributes of a site that either supported or deterred them from use. These included clearly identified access, clearly identified signage for property, seating area to gather students, field storage, tools and equipment and trails to guide activities and movement.

## BUREAUCRACY

Schools and districts often have a very prohibitive permission process (forms and deadlines) and requirements, that make it challenging if not discouraging to go off-campus. Learning Landscapes worked with school leadership to allow walking field trips to be managed through a single, year-long permission process established at the beginning of the year.

## COST

Field trips require travel and buses require a budget. Where there is a budget, there is a need to fundraise or charge to cover trip costs. This is a consistent stress point on most EE programs and why most do not endure. By focusing core programming on walking field trips, the transportation cost is removed.



## 9 STEP BRIEF

1. Land Trust Internal Assessment for K-12 Community Conservation—Learning Landscapes capacity and model design
2. Land Trust Learning Landscapes formal commitment
3. School query for involvement with Learning Landscapes
4. School formal commitment
5. School site and teacher survey process to communicate model, timeline and to identify existing capacity, knowledge and needs
6. Land Trust Learning Landscapes funding plan to define pace and priority for program development
7. Land Trust and School make identification of landowners and conservation sites, conservation methods and conservation transaction priority
8. Land Trust and School design and communicate teacher support plan which includes professional learning, resources and site infrastructure
9. Land Trust and School make identification of community and regional partners to support Learning Landscapes





## ASSET MAPPING

In order to effectively identify the assets and attributes for Learning Landscapes, an activity known as asset mapping was used. Asset Mapping is a process whereby a specific resource that is desired is explored and identified by one or more people. This resource might be cultural or natural, but by uncovering and clarifying the resource, it becomes identified and potentially used. Learning Landscapes used the process in the following two ways:

### IDENTIFY THE PLACES

- The properties in each community, adjacent to a school campus, that can be conserved as a Learning Landscape site
- The locations on each LL site that lend themselves to exploration, inquiry and stewardship—may be a natural or cultural feature, a phenomenon or a problem

### IDENTIFY THE PARTNERS

- Local organizations, agencies and businesses that have a shared mission for land and learning—that can provide support to students and teachers
- Local people who have expertise, interest, or passion for land and learning—often hobbyists, retired professionals and citizens in the community can be exceptional mentors for teachers and students



# 02

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## PEOPLE

THE LAND TRUST

THE SCHOOLS AND SCHOOL DISTRICT

THE PARTNERS



## THE INTERNAL COMMITMENT

Learning Landscapes began in 2004, when FRLT was only 4-years old with two part-time staff. The idea of launching a K-12 education program was far beyond the “traditional bucks and acres” mantra of land conservation at the time and pre-dated the term Community Conservation. Rob Wade, founding Board Member and future LL Program Coordinator recognized an important need in local public schools to connect teachers and kids to outdoor places after funding was cut for field trips. The founding board of FRLT was made up of several education-minded members like Rob, and the organization shared a vision of becoming a leader in place-based education and community connection to land. The commitment of Rob Wade, at first as a volunteer and then as a part time contractor, was to grow the LL Program at a pace and complexity that would be sustainable.

Paul Hardy, FRLT’s founding executive director, whose parents were both public school teachers, provided leadership and support—his ideas, vision and enthusiasm for K-12 outdoor education was critical to the formation of the Learning Landscapes. Countless volunteer hours and strong community partnerships made the program possible for the first few years.



### FRLT PROGRAM ADOPTION

Following an exploratory design phase, Learning Landscapes as an outdoor education model and program was presented to the Board in spring of 2004. The Board was supportive of Rob's program development and by fall of 2004 FRLT staff and Board adopted a Strategic Plan that included goals to secure funding and work with landowners to protect and develop outdoor classrooms.

Over the last 16+ years, FRLT's Board has reviewed and revisited the priorities and programmatic work of Learning Landscapes and found it to be important to the mission and vision of FRLT. In addition to a full time LL Coordinator, key staff play an important role to execute the program. Along with Conservation Easement Stewardship and the Land Protection Program, LL is FRLT's longest, continually operated project.

### FRLT STAFF ROLES

***People And Land (PAL) Coordinator*** – Liaison between LL Coordinator and the organization and program support for planning and implementing LL activities. Meets regularly with the Coordinator for assistance and accountability. PAL Coordinator reports to the Executive Director and interfaces as needed with other staff to maintain continuity. (100 hours)

***Stewardship Managers*** – Works with LL Coordinator and the PAL Coordinator on Learning Landscapes properties, especially those owned by FRLT. FRLT fee-title LL properties are managed with Land Management plans which have LL and public use guidelines. Stewardship staff and contractors assist with LL site maintenance, site safety, trail and outdoor classroom design and implementation, and some student activities. (80 hours)

***Conservation Director/Executive Director*** – Works with LL Coordinator and partner landowners on all Learning Landscapes MOU's and easements. All MOU's and easements are reviewed annually and on an as needed basis to maintain conservation values and commitments. (20 hours)

***Development Director*** – Works with LL Coordinator and PAL Coordinator on annual program fundraising and related budget. This includes cultivation and communication with major donors and members, organizing membership mailings with staff and volunteers and identifying and submitting grant proposals. (20 hours)

***Communications Team*** – Works with LL Coordinator on Learning Landscapes related materials, blogs, news, and website maintenance. Communications contractors are integrated into this work area. (40 hours)

Total hours of Learning Landscapes time vary from year to year, however the number in parenthesis indicates the average over the last five years.

## COORDINATION ROLES

***Teacher and School Support*** – Maintain and develop a working relationship with school boards, school district administration, school district facilities and maintenance staff, site administration and custodial. Support teachers by providing direct coaching and mentoring, professional learning opportunities, field resources, field journaling, evaluation and program improvement.

***Community Collaboration*** – Facilitate partnerships with agencies, non–profit organizations, businesses and individuals that will benefit the operation of the program and support of the schools, teachers and students.

***Internal Work*** – Coordinate with all Feather River Land Trust staff, members and board to administer the various operations and communications of Learning Landscapes. These include evaluation, program improvement and promoting the program model through scaling.

***Land Conservation*** – In collaboration with FRLT conservation staff, develop new and maintain existing land conservation agreements and landowner relationships to support the Learning Landscapes properties.

***Land Stewardship*** – In collaboration with FRLT stewardship staff and landowners, coordinate property management needs of Learning Landscapes properties generally, and student stewardship activities specifically.

***Infrastructure*** – In collaboration with FRLT stewardship staff, oversee installation and maintenance of all Learning Landscapes infrastructure. This includes but is not limited to signage, entry and access, seating and trails.

***Fund Development*** – In collaboration with FRLT development staff, support the cultivation of Learning Landscapes related fundraising and budget management that includes, but is not limited to endowment, grants, major donors and all related communications and reporting.

See [appendix 1.2](#) for the Learning Landscapes Coordinator Report Sample

See [appendix 1.3](#) for the Learning Landscapes Coordinator Duties Table 2019

### LL PROGRAM FUNDING

Learning Landscapes was conceived with a commitment to the Feather River Land Trust Board to develop programming at a sustainable pace and scale. Specifically all funding would be secured prior to taking a program development step. Formally launched in the early years of the Feather River Land Trust, 2004, LL has remained true to that commitment. Below are some of the benchmark funding moments for the program.

**2006** – FRLT receives first grant funding to initiate LL effort from the Pacific Forest Watershed Land Stewardship Council “Catalyst Fund”. Included support for coordination, meetings and conservation work with landowners, along with preliminary program planning. (\$25,000)

**2006** – Plumas Bank donation funds first LL property signage (\$5000)

**2008** – FRLT receives Sierra Nevada Conservancy grant to support regional LL land conservation, baseline documentation and coordination. (\$61,820)

**2008** – FRLT receives second Pacific Forest and Watershed Lands Stewardship Council “Impact Fund” grant to support program implementation. This included teacher training, curriculum resource development, resource field kit supplies and infrastructure project work. (\$20,000)

**2009** – Major Donor Gifts—Susan Hopkins. (\$20,000) Annual gift has been made annually through 2019. Grant and Cindy Edwards make first LL donation. (\$10,000) Edwards have donated annually to the program through 2019.

**2010** – National Fish and Wildlife Federation 5–Star Restoration Grant launches student stewardship work on LL sites. (\$20,040)

**2010 & 2012** – Major Donor Gifts by T Tisch (\$20,000)

**2011** – FRLT receives third Pacific Forest and Watershed Lands Stewardship Council “Infrastructure Grant” for development of Campus Outdoor Classrooms (signage, trail, seating) system-wide. (\$90,275)

**2012** – FRLT Appeal to Membership—First of many through the years.

**2012-2013** – Strong Foundation core operations grant. (\$7,500)

**2012-2013** – Leonhardt Barn construction donation from Edwards. Dedicated December 2013 (\$140,000)

**2013-2015** – The Nature Conservancy (\$24,000) and Northern Sierra Partnership identify Learning Landscapes as a priority initiative. Designation begins gifts from several foundations Gimbel (\$25,000), Hind (\$10,000) Dean Witter (\$20,000), Loustaunou (\$30,000), Urbanek (\$24,000), Jolley (\$10,000), Mellam (\$10,000) Morgan (\$5,000) and Leach (\$14,000).



**2014** – Foster Family funding received to promote evaluation/assessment, program improvement and replication of LL model. (\$49,450) Annual grant of funds through 2019.

**2015** – Learning Landscapes Endowment launched with gift (\$10,000) from the Northern Sierra Partnership. (NSP)

Since the completion of dominant acquisitions and infrastructure improvements by 2014, Learning Landscapes has been operated primarily through annual Major Donor support (Edwards, Hopkins and Foster), residual Northern Sierra Partnership funds focused on Portola and Loyalton, and small project grants from Patagonia and Cliff. The pivot to Endowment funding, begun in 2015, while modest, remains the next critical step toward the sustainability of the program. Learning Landscapes has proven to be a highly fundable program, relevant and attractive to FRLT general membership and donors. LL funding has also helped to support the core operations of FRLT and has brought the organization state-wide and national recognition.

***Learning Landscapes Annual Program Budget Average (20015-2020):*** \$156,525

***Learning Landscapes Primary Funding Sources:*** Foster Family Charitable Foundation, Grant & Cindy Edwards Family, Susan Hopkins Family, Northern Sierra Partnership (NSP), Pacific Forest and Watershed Lands Stewardship Council (PFWLSC). Foster, Hopkins and Edwards have been the most consistent Major Donor funders of the program. NSP and PFWLSC have dominated the funding for program resources, land conservation and infrastructure improvement.

# K-12 EDUCATION PARTNER COMMITMENT

### ***ESSENTIAL PERSONNEL & ROLES***

At the same time that the FRLT conversation was occurring, outreach was occurring on multiple levels in the K-12 community. Critical players include:

#### **SCHOOLS**

***Teachers*** – the literal gatekeepers of this program who are also the direct customer/client of Learning Landscapes

***Principal*** – the site administrator works and supports all instructional activities on the site and is an essential ally

***Secretary*** – they know the schools ins and outs and have deep institutional wisdom

#### **SCHOOL DISTRICT**

***Superintendent*** – the boss. Reports to the board and is ultimately responsible for student success and related programs

***School Board*** – Mostly fiscal oversight, but the board members who represent each community can aid or impede any effort

***Maintenance & Facilities Custodial Staff*** – LL relies on the campus reimaged—these relationships must be nurtured especially for on-campus outdoor classroom sites



# SCHOOL DISTRICT APPROVAL & RELATIONSHIP

### ***Plumas Unified School District***

After receiving FRLT board support to initiate Learning Landscapes in partnership with the Plumas Unified School District (PUSD), a series of meetings with the PUSD Superintendent of Schools were held. In 2004 Superintendent, Mike Chelotti, brought Learning Landscapes to the attention of the PUSD School Board for discussion. Rob Wade presented the discussion item and requested a board motion in support of the Learning Landscapes collaboration. The PUSD School Board was supportive and directed the Superintendent to provide guidance and direction to school sites to take advantage of the new partnership.

### ***Westwood Unified School District***

Westwood Unified School District formally joined Learning Landscapes in 2010 under the leadership of WUSD Superintendent Adele Emershaw. No board action was considered necessary by Miss Emershaw due to no fiscal AGREEMENT, The partnership was recommended as an information item from the Superintendent to the WUSD school board. First staff meetings and training occurred in Spring 2011. LL Outdoor Classroom Dedications occurred in Fall 2011.

### ***Sierra Plumas Joint Unified School District***

Loyalton Schools are the only official SPJUSD sites served by Learning Landscapes. First LL steps were taken in 2009 with Superintendent Stan Hardeman who welcomed the partnership and gave approval for outreach to Loyalton Elementary and High School. School visits began in 2010. Due to lack of formal access to an adjacent site, field activity and LL program progress was delayed until the formal easement on the Chadwick Property was completed in Spring 2014. Summer 2014 teacher training and infrastructure projects initiated student access, with dedication finally occurring in Spring 2015 with Superintendent Merrill Grant.

# SCHOOL SITE OUTREACH

PUSD District Office support paved the way to meet with the principals at each K-6 and 7-12 school site beginning in 2005. Principals provided school staff meeting time for teachers to participate in a teacher survey and a staff interview to identify existing patterns of outdoor and environmental education. The survey and interview included the identification of potential off campus sites and the obstacles that limited or prohibited outdoor instruction.

These initial staff meetings were followed up by annual meetings to provide updates related to progress and request additional input. In 2008 these meetings became bi-annual and included outings and training to help teachers to build their capacity. Outings were led primarily by the Learning Landscapes Coordinator but were occasionally facilitated by other scientist partners to highlight the natural diversity and teaching opportunities.

Fall and Spring seasonal meetings and outings continue to the present day—to maintain communication, improve teacher support and grow inspiration and enthusiasm. Site outreach has also informed Learning Landscapes teacher workshop design and summer trainings. Beginning in 2016, outreach also extended to include an annual mid-year one-on-one coaching session with the LL Coordinator. Teacher communication is also initiated by teachers who have program questions and requests.

### FRAMEWORK

Learning Landscapes is a vision and program to be forged with all people for the benefit of all children. As such there are critical areas of investigation and cultivation. The list below is by no means exhaustive, but is meant to demonstrate a relationship framework to do this real work.

- County Agencies
- State Agencies
- Federal Agencies
- Private Companies—Natural resource-based companies
- Non-Profit/Non-governmental Organizations (NGOs)
- Community College, College, University
- Arts Organizations
- Local Businesses
- Individuals
- Everyone not listed

### SCIENCE & STEWARDSHIP PARTNER OUTREACH

The core, weekly participation in Learning Landscapes does not require significant assistance—however in the course of science inquiry and environmental stewardship, most teachers will need assistance in planning, understanding and instructing around various topics, issues and phenomena. It is here that it is critical to have fostered good communication and relationships between the schools and stewardship agencies and non-profit organizations. Here is a list of our key partners:

- Plumas National Forest  
(Mount Hough and Beckwourth Ranger Districts)
- Lassen National Forest
- Almanor Ranger District  
(Chester & Westwood)
- Sierra Buttes Trail Stewardship
- Plumas Corporation
- Point Blue Conservation Science
- Plumas Audubon Society
- Feather River Trout Unlimited
- California Department of Fish & Wildlife
- Feather River College
- Winter Wildlands Alliance—SnowSchool
- Desert Research Institute—Stories in Snow

See [appendix 1.4](#) for the Science Partner/Stewardship Partner Commitment Document





**ANNUAL CYCLES OF LANDOWNER AND COMMUNITY COMMUNICATION THAT PARALLEL THE SCHOOL YEAR, PUNCTUATED BY EVENTS AND NOTABLE ACTIVITY, SHOULD BE PART OF THE WORKPLAN AND LL LAND CONSERVATION PLAN.**

# 03

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## PROGRAM

SCHOOL SUPPORT AND THE MODEL  
LEARNING LANDSCAPE SITES  
TEACHER SUPPORT



### PROFESSIONAL LEARNING

Professional learning, formerly called professional development, is perhaps the most critical support to provide for teachers. The specific type will of course vary as teachers have a wide range of background and skills, however generally there is important distinctions between elementary (K-5) and middle (6-8) or secondary (9-12) teachers. Because the ultimate success of Learning Landscapes is driven by teachers, professional learning and support is crucial to building a strong programmatic foundation. Growing teacher confidence and capacity can be done in several ways. On the following page is a grade level breakdown of teacher context and effective strategies for teacher learning.



### ELEMENTARY SCHOOL

Teachers at the elementary education level have a multi–subject teaching credential. This credential is not about specialization, rather the general coverage of all subject areas. In most cases these credential programs only require one science education course. This is particularly noteworthy when coupled with the statistic that 90% of elementary teachers received a bachelors degree in the arts (only 10% have a BS).<sup>#</sup> Due to the lack of formal science background, unless an elementary level teacher has a distinct personal affiliation or affection for nature or the outdoors, most will feel uncomfortable with the outdoor context for instruction as well as the lack of knowledge in the natural sciences. Simply put, if a teacher doesn't feel comfortable teaching outside, they simply won't. Professional learning at the K-5 and sometimes 6-8 levels must focus on building this capacity of outdoor comfort, knowledge and skills.

***Growing Connection*** – Personal comfort leads to professional possibility. Providing experiences for teachers to be outside and feel the value of Vitamin D, joy, inspiration, and wonder will build their relationship with the natural world. With strong connection and appreciation there is value and a seed of desire for professional integration.

***Growing Knowledge*** – As comfort and value in the outdoor context grows, teachers have fertile ground to cultivate their knowledge about the natural world. Foundational knowledge serves to cultivate confidence that a teacher at least has a basic understanding about how to observe, explore and study the world. In no way does a teacher need to be an expert in order to help study a subject. The ability to begin with a problem or phenomenon, ask questions and then proceed through scientific inquiry is a skill set that takes some time to develop. The Learning Landscapes Teacher Handbook unpacks and explores this area in greater detail.

***Field Management*** – One area of need for all teachers is the confidence to take students outside and manage their activities and behavior in a way that is successful for all. The fear of losing control is real for teachers, both for safety as well as sanity. In the Learning Landscapes Teacher Handbook specific background and strategies are discussed in greater length to support teacher and student success in a field context.

### MIDDLE SCHOOL

Depending upon the school and district, middle school teachers can be either subject specialists like their high school counterparts or multiple–subject credentialed as in elementary school. Please refer to the above descriptions for insight into background, insight and effective strategies.

### HIGH SCHOOL

Teachers at the secondary (9-12) level tend to have an undergraduate degree in science but then also a completed single-subject credentialing program in science. The result is teachers have a strong content knowledge background, are comfortable with science instruction and scientific concepts and practices. The greatest challenge for most secondary teachers is the ability to take science into the field. Traditional science education is very classroom centric. Current science teachers tend to have been successful science students and as a result teach the way that they were taught, traditionally lecture-based and textbook centric. Because student academic grades from high school are used to determine college entrance and preparedness, most teachers are hesitant to try something new and parents can also challenge teachers who deviate from norms. This can include taking students outside.

***Growing Connection*** – See Elementary Notes

***Growing Knowledge*** – See Elementary Notes

Many teachers with significant science education experience and knowledge may have limited experience and proficiency in applying this knowledge to the local, real world around them. Leaving the comfort and structure of the traditional classroom, secondary teachers may need to learn new skills and local applications for their knowledge. This can be a humbling process but placed in the proper perspective in can also excite and enliven existing knowledge as it comes to life in the world outside the classroom.

***Field Management*** – See Elementary Notes

***Time, the Bell Schedule & Options*** – Many schools have a traditional bell schedule that only allows 50 minutes in each learning period. Learning Landscapes was developed with this in mind but even within 10 minutes of the school, teachers can perceive that there is too much lost instructional time to justify going outside. While occasionally 30 minutes outside is reasonable it is perceived as a constraint by teachers. Field trips that take high school students out of other or all classes in their schedule can impact those instructors and the resulting make work is perceived as a negative by teachers and students alike.

*Block or modified block schedule extends the learning period to 90 minutes.*

*Occasionally extending the time period through coordination with another class or two.*



# INSTRUCTIONAL & CURRICULUM RESOURCES

**No Curriculum** – A key resource not directly provided to teachers is curriculum. The schools and their districts have the primary role for providing this leadership and resource. A primary rationale for not being involved in curriculum is to not be perceived as indoctrinating teachers and students with a land trust point of view. Rather, Learning Landscapes provides a neutral place and common tools for exploration and inquiry for teachers and students to self-define their learning. In the Feather River Watershed this particular programmatic definition for Learning Landscapes also led the local school district to create their own internal curriculum strategy.

**Field Journaling** – Field journaling is a core tool and skill for teachers to integrate science with math and language arts. It also is a powerful way for teachers to assess their students and encourage meta-cognition—thinking about thinking. Every field journaling effort should include three languages—pictures, words and numbers. Pictures are sketches, diagrams and maps. Words can be labels, notes and questions. Numbers are the counting, estimating and measuring related to the focus. And because there are never two days that are the same every page helps teachers to explore the Phenology of their Learning Landscapes.

**Literature** – English Language Arts (ELA) is a core focus for elementary schools. Supporting teachers with non-fiction field science literature on local environments, ecology and organisms as well as related fiction helps teachers to take ELA time outside and integrate ELA and science as well as place-based social science.





### FIELD RESOURCES FOR TEACHERS

Listening to teachers and their need for science resource support and then responding with vetted resources helps to engender trust and confidence. Learning Landscapes seeks to identify and provide reasonable resources for teachers. It is also important to not assume that teachers know how to use these resources effectively. Even high school science teachers can have limited experience with outdoor, field equipment and tools.

**Field Kit** – Every participating school has a Learning Landscapes Field Kit. This kit includes a class set of (30) binoculars, Laws Field Guide to the Sierra Nevada, and hand lenses. Field kits are to be reviewed each year to maintain quality control and monitor quantities. A well-managed kit communicates value, care and will be used more. Tracking the central location of the kit so that it can always be located by a teacher is important to maximize use. Please be sure that teachers know how to use these resources by practicing with them. This also models proper use that teachers will share with students.

**Additional Resources** – Dissection and additional magnification resources have also been provided to teachers who have expressed interest and need. These include:

- **Two-way insect magnifiers**
- **Near focus Birding Binoculars**
- **Snow Density Monitoring Equipment**

While not all are provided by the program, these tools are all used on Learning Landscapes. It is valuable to track what is being used and how.



**AND THE WORLD CANNOT BE  
DISCOVERED BY A JOURNEY OF MILES  
NO MATTER HOW LONG  
BUT ONLY BY A SPIRITUAL JOURNEY  
A JOURNEY OF ONE INCH  
VERY ARDUOUS, HUMBLING AND JOYFUL;  
WHEREBY YOU ARRIVE AT THE GROUND AT YOUR**

**AND LEARN TO**



**FEET**

**BE AT HOME.**

–Wendell Berry

# LAND CONSERVATION

## METHODS AND MAINTENANCE

The original intention of Learning Landscapes was to conserve all identified properties in the region through acquisition. This was the reflection of ideal permanent status but also our own youth and innocence as an organization. Reality quickly provided some measure of levity as we additionally identified the difficulty of fundraising as a new organization. In part due to this capacity of FRLT we identified that the better course was to forge a conservation relationship with each landowner that would provide conservation assurance as well as flexibility for the present and future. This approach was to consider the lighter conservation of the MOU.

***One–page Memorandum of Understanding MOU*** – Working with FRLT counsel, a one–page MOU template was developed that includes land trust executive director, school superintendent and landowner as signatories. Accompanying the MOU were two critical support documents that are also found in [appendix 1.5](#).

***Certificate of Insurance*** – Sometimes called a certificate of additionally insured or a certificate of liability, the certificate lists the landowner as additionally insured on the school district insurance certificate. This places the appropriate burden of insurance upon the local education agency (LEA). See [appendix 1.6](#).

***Property Use Guidelines*** – This one–page document was generated with the input of the landowner to clearly demarcate the use of the property, including access locations, appropriate activities, prohibited activities, days and times of access. See [appendix 1.7](#).

## LANDOWNERS

Every landowner approached in region was supportive of the Learning Landscapes concept. Eighteen of nineteen landowners were willing to proceed with an MOU as a first step to allow access to their property by students. These relationships vary from public to private but regular intervals of timely communication engenders a relationship of trust that supports longevity. Gratitude is an essential component of this relationship both from the land trust but also the teachers and students. A thank you card from a child carries more weight than most organizational expressions of gratitude. When appropriate, acknowledgement in the media also provides appreciation value for all landowners.

Annual cycles of communication that parallel the school year activity, punctuated by events and notable activity, should be a part of the land conservation plan.

### CONSERVATION EFFORTS

Learning landscapes began with a focus on the off-campus areas to extend and expand the possibilities for outdoor learning. However in 2004, after extensive discussions with teachers, we adjusted our support concept to include the school campus itself. This, after all, is where students spend every single day of their school year. The better the campus can be used as a Learning Landscapes resource, the more often student contact with the natural world will occur. This is in part due to teacher comfort and perception of risk and challenge.

On-campus Outdoor Classrooms have been used as frequently as off-campus sites and have doubled outdoor visitation overall in the program.

# PROPERTY LIST TABLE

Name	Community	Ownership	Acreage	Conservation & Year	Entry/Access Location	Seating	Trail(s)	Interpretive Signage	Branding Signage
Lumberjack Woods	Westwood	Walker Family Beatty & Assoc.	200	MOU 2013	40°18'15.9"N 121°00'34.4"W	Yes	Yes; existing & new	0	Yes
Gateway	Westwood	FRLT	8.86	Acquisition 2018	40°17'46.1"N 121°00'24.6"W	No	No	0	No
Collins Pine Trail	Chester	Collins Pine Co.	119.83	MOU 2010	40°18'39.5"N 121°13'52.1"W	No	Yes; existing & new	0	Yes
Chester Meadows	Chester	PG&E	500	Public Use Policy Existing	40°18'10.3"N 121°13'31.6"W	No	Unimproved Paths	0	No
Olsen Barn	Chester	FRLT	107	Acquisition 2015	40°18'35.6"N 121°13'23.5"W	Yes	No	0	Yes
Wolf Creek	Greenville	Private * (2 parcels)	25.84	MOU 2010	40°08'18.4"N 120°56'41.6"W 40°08'19.2"N 120°56'52.9"W	No	Floodplain	0	No
Cemetery Forest	Greenville	Greenville CSD	40.59	MOU 2010	40°08'15.8"N 120°56'28.6"W	No	Yes	0	Yes
Boyles Ravine	Quincy	American Valley CSD	184.58	MOU 2009	39°55'54.4"N 120°56'49.3"W	No	Yes	0	Yes
Leonhardt Ranch	Quincy	Leonhardt	4.2	Easement 2012	39°56'21.7"N 120°56'21.3"W	Yes	Yes	2	Yes
Leonhardt Ranch @ Abby's Barn	Quincy	FRLT	42	Acquisition 2012	39°56'37.1"N 120°55'53.8"W	No	Yes	1	Yes
Q-Trail	Quincy	PUSD	30.95	Land Transfer 2016	39°56'20.2"N 120°56'09.2"W	No	New	5	Yes
Mill Creek	Quincy	PUSD	1	MOU 2009	39°56'12.3"N 120°54'23.1"W	Yes	Yes	0	Yes
Kids Creek Forest	Portola	USFS	145	Special Use Permit 2012	39°49'03.0"N 120°28'41.0"W	No	Yes	0	Yes
Tierra de los Venados	Portola	PUSD	8	MOU 2012	39°48'02.2"N 120°28'00.7"W	Yes	Yes	2	Yes
Wildcat Creek	Portola	City of Portola	13.81	MOU 2010	39°48'11.1"N 120°27'44.2"W	No	Yes	0	No
Smithneck Creek Meadows	Loyalton	Private *	160	Easement 2013	39°40'44.7"N 120°14'59.5"W	Yes	Yes	0	Yes

## CAMPUS LIST TABLE

Community	School	District	Grade Level	Seating & Trail	Install Year
Westwood	Fletcher Walker Elementary	Westwood Unified	K-6	N/A	2008
Westwood	Westwood High School	Westwood Unified	7-12	Yes, Yes	2008
Chester	Chester Elementary	Plumas Unified	K-6	Yes, N/A	2008
Chester	Chester High School	Plumas Unified	7-12	Yes, Yes	2008
Greenville	Greenville Elementary	Plumas Unified	K-6	Yes, Yes	2008
Greenville	Greenville High School	Plumas Unified	7-12	Yes, Yes	2008
Quincy	Quincy Pioneer Elementary	Plumas Unified	K-6	Yes, Yes	2018
Quincy	Quincy Elementary	Plumas Unified	K-6	Yes, Yes	2008
Quincy	Quincy High	Plumas Unified	7-12	Yes, Yes	2008
Portola	C Roy Carmichael	Plumas Unified	K-6	Yes, Yes	2006
Portola	Portola High	Plumas Unified	7-12	Yes, Yes	2010
Loyalton	Loyalton Elementary	Plumas/Sierra Joint Unified	K-6	Yes, N/A	2017



# INFRASTRUCTURE

## DESCRIPTION & JUSTIFICATION

If you build it, they will come. We know that conserving a property removes a few barriers that keep land and students apart. It is however enhancing a property by removing hazards and installing critical infrastructure elements and attributes that escalates interest and overall usability of a property. Each infrastructure element listed in this section is a teacher identified attribute that supports teacher instruction, student learning, connection and care.

## CAMPUS OUTDOOR CLASSROOMS

**Signage** – Campus signage primarily identifies the Outdoor Classroom. This is the standard Learning Landscapes wooden single post sign with either a Red-winged Blackbird or Mountain Chickadee graphic. The sign welcomes students to their school's Outdoor Classroom and acknowledges critical program partners. Signs are to be inspected annually, cleaned as needed with soap and water, repainted as needed, and stained with non-UV backing clear stain. See sign example on [page 37](#).

**Seating** – Every K-6 and 7-12 school campus in the region has an Outdoor Classroom Seating Area. The standard design is 4-12 Sugar Pine slab and donated from Collins Pine Lumber Company. Seating is laid out in a half circle to draw focus to a central speaker and oriented as to not be facing the path of the sun. Footings are poured concrete with Simpson anchors to connect the concrete to the 4"x8" pressure-treated wooden post. All wood surfaces are treated with an oil-based preservative.

This design is identical at all on and off-campus sites except for those in Portola. This was in part due to the Pacific Gas & Electric Stewardship Council Youth Investment funding, secured in 2008—only allowing projects in the PG&E service area. This excluded programming in Portola and Loyalton.

1. C Roy Carmichael Elementary School. This was the first Learning Landscapes Outdoor Classroom seating area constructed in 2007, and was done via donation by Walton's Grizzly Lodge. Design and construction by Mike Marquette, husband of one of the teachers, included volunteer labor from students at Portola High School and is the only seating with a backrest.
2. Portola High School. Learning Landscapes Outdoor Classroom seating was designed and constructed by PHS construction technology instructor Ben Harsten and the construction technology class using treks material—a faux lumber made of compressed recycled materials. Note: several elements of the design and construction resulted in failure and a complete re-construction took place in 2019. This was overseen by Mountaincraft and reflects the general slab design.
3. Loyalton Elementary School. Outdoor Classroom was the last campus seating area to be built (2016). LES staff identified the location and approval was granted by facilities and maintenance due to impact on front lawn area. Northern Sierra Partnership funding provided the cost of materials, fabrication and installation. Slab design is similar to majority of region and was constructed by Loyalton contractor Richard Griffin.



## 03 / LEARNING LANDSCAPE SITES

**Trails** – Campus trails are more limited in length and scope due to the modest scale of a school site. The following schools have a constructed trail associated with them

- Portola High School; Portola CA - Manzanita Trail (.94 mile)
- C Roy Carmichael Elementary School; Portola CA - Cattail Loop Trail (331 feet)
- Quincy Elementary; Quincy CA - Levee Trail (243 feet)
- Quincy Pioneer Elementary; Quincy, CA - Mill Creek Trail (100 feet; 200 feet)
- Quincy High School; Quincy, CA - Q Trail (.66 mile)
- Greenville High School; Greenville, CA - Apple Tree Trail (174 feet)
- Chester High School; Chester, CA - RR Trail (119 feet)



## 03 / LEARNING LANDSCAPE SITES

### LL SITES (OFF—CAMPUS)

**Entry** – The primary entry point for our adjacent, 10-minute Learning Landscapes properties is seen as essential to welcoming teachers and students to a property. Welcoming qualities include a well—marked, hazard free, easy entry and exit point of sufficient width. Some entry points are gated, others open, depending on the input of the landowner.

**Signage (Entry/Access)** – *Entry signage identifies a property as a Learning Landscapes site for a specific school or the schools of the entire community. The purpose of this signage is to acknowledge the relationship to schools, confirm the naming of the site, and acknowledge the primary partners who supported the property conservation. Entry signage is located at the primary access point to the property to welcome and inform. These signs are located on all Learning Landscapes properties.*

- Loyaltan / Smithneck Creek Meadow LL Entry
- Loyaltan / Smithneck Creek Meadow LL Homestead Outdoor Classroom
- Portola / Tierra de los Venados LL Entry
- Portola / Kids Creek Forest LL Entries (4)
- Quincy / Mill Creek LL Entry
- Quincy / Boyles Ravine LL Entry
- Quincy / Q Trail Trailhead
- Quincy / Leonhardt Ranch Entry
- Quincy / Abby's barn at Leonhardt Ranch Entry
- Greenville / Cemetery Forest LL Entry
- Chester / Olsen Barn LL Entry

**Signage (Interpretive)** – Interpretive signage provides many learning values for trail users. Due to the educational goals and objectives of Learning Landscapes, interpretive signage is ultimately desired for all trails. To date only a few properties have interpretive signage, primarily based on available funding and teacher/student interest. All interpretive signage has been designed in collaboration with students and are listed below.

#### **Portola High School**

- **Tierra del los Venados (Land of the Deer)** is the PUSD owned Learning Landscape behind PHS. On the Manzanita Trail are two signs developed by Dave Valle, former PHS science instructor, and his students; 1) Birds highlights Mountain Quail, California Quail, Spotted Towhee, Mountain Bluebird, Western Bluebird, and Mountain Chickadee. 2) Wildlife Water Guzzlers: depicts the guzzler installed by Valle and students with images captured by a wildlife camera, including a Mountain Lion.

### Quincy High School

- **Leonhardt Ranch** – 3 panels were developed and installed by Madison Leathers in 2010 for her QHS senior project. These signs were focused on attributes found on the Leonhardt Ranch LL; 1) The Thicket, 2) Beaver, and 3) Raptors. Each panel has poetry created with 7th grade students, historical and scientific writing interpreting the resource, and photos or art created by QHS Junior and Senior High School students.
- **Q Trail** – 4 panels were developed and installed by Theresa Caporale in 2010 for her QHS senior project. These four signs focus on the following trail attributes: 1) California Black Oak, 2) Moss and Lichen, 3) Green-leaf and White-leaf Manzanita, 4) Douglas Fir and 5) Schist—the dominant geology on site. All photographs were either stock images or taken by the student. All writing is non-fiction, science-researched and reviewed by local scientists.

### Chester High School

- **Olsen Barn** – While no interpretive signage has been installed by the end of 2019, Chester High School students enrolled in a creative writing class in Spring 2018 and 2019 went through an interpretive research and writing process with LL coordinator to develop 4 signs for the Olsen Barn Learning Landscape. These four signs are focused on Ecology/Natural History, Pioneer History of Big Meadow, the Olsen Barn, and Birds of Chester Meadows.

### The Valley

American Valley was once a paradise for birds. Rich habitat provided every advantage for wildlife. When new settlers arrived in the 1850s the wetland valley became valued more for its agricultural potential. Many of the changes reduced the quantity and diversity of species.

The Leonhardt Ranch works to make the valley a better place for birds. Wood duck and songbird boxes, along with goose platforms help provide important nesting habitat. Sandhill Crane, Canada Goose, Mallard, and Red-winged Blackbird all signal the return of spring each year.



A 2014-2015 Senior Project – Madison Leathers  
With artistic and poetic support from the QHS class of 2020

### Douglas Fir

*Pseudotsuga menziesii*



In Plumas County the Douglas-fir grows to a height of 70-250 ft with 1-1 1/2 inch needles that radiate in all directions from the branch.

Douglas-firs are one of 5 types of conifers in the mixed conifer forest. The "Doug" Fir is widely used as structural lumber and found in many homes in Quincy. Squirrels, chipmunks, and birds feast on the small seeds found in each cone.

Can you find a Douglas-fir cone?





## 03 / LEARNING LANDSCAPE SITES

**Seating** – The Outdoor Classroom Seating Areas, originally intended for every Learning Landscapes site were deemed inappropriate for many properties due to non-school enforcement issues and fears of creating unmanageable loitering spots for older students. Consequently, the only on-campus seating are found on sites determined to be safe and enforceable. These are:

- ***Loyalton / Smithneck Creek Meadow Learning Landscapes Homestead*** – The corralled area is on private property and Learning Landscapes Easement, policed by the agricultural lessee and observable from the road and school. Completed in 2016 by contractor Richard Griffin.
- ***Leonhardt Ranch Learning Landscape*** – 100 feet from the Quincy Bike Path and the Lindan Avenue neighborhood, this private property and donated educational easement is vulnerable but has additional signage identifying the access for schools only. Completed in 2008 as a QHS student senior project with local contractor Bob Hatzell.
- ***Olsen Barn Learning Landscape*** – Feather River Land Trust owned property is proximate to an active and developing Melissa Avenue neighborhood and is very visible. Completed with other Olsen Barn work by contractor Greg Lopez in 2018.





## 03 / LEARNING LANDSCAPE SITES

**Trails** – Sierra Buttes Trail Stewardship (SBTS) is the regional trails group that has been the primary partner for all trail construction and stewardship/maintenance. Teachers and students were involved in the design, layout, installation and management of all trails. Trail stewardship is integrated into the curriculum for grades 2, 4, 6, 11, but additionally has included 3, 5, 7 and 8. Students participating in any trail stewardship work are to wear personal protective equipment (PPE) which includes but is not limited to hard hat, gloves, closed-toe shoes and pants. Tools used include McCleod, Pulaski, rake, pick as needed and will always accompany a tool safety review prior to assignment.

- **Loyalton / Smithneck Creek Meadow** – Entry Trail is a crushed gravel/roadbase construction that extends commonly from the entry gate to a wye leading to Jack's Bridge and the Homestead Outdoor Classroom (948 feet). Additional ranch trails are mowed to identify and maintain accepted paths on the property.(1,213 feet)
- **Portola / Kids Creek Forest** – Access Path from edge of multi-purpose building sidewalk to outdoor classroom. (104 feet)
- **Portola / Kids Creek Forest / Cattail Trail** – was installed as a senior project of Tony Avalos from Portola High School in fall 2010 with the support of Sierra Buttes Trail Stewardship. (503 feet) This site is on Plumas Unified School District property.
- **Portola / Kids Creek Forest / Lightning Tree Loop Trail** – was created in Fall 2018 and dedicated in Spring 2019 in partnership with the Plumas National Forest, Beckwourth Ranger District. (2,744 feet)
- **Portola / Kids Creek Forest / High Loop Trail** – (1.2 miles) will be constructed in Spring 2020. Both Kids Creek trails are unique as the site is a USFS federally designated Children's Forest and so has gone through the NEPA process of review and approval.
- **Portola / Wildcat Creek / Home Run Trail** – (249 feet) was created in 2008 by students from Portola High School. It is a lightly used path along the west bank of this seasonal creek.
- **Portola / PHS Outdoor Classroom Access** – Originally installed by SBTS in 2014, this trail was redesigned and constructed by the PUSD after asbestos mitigation in 2015. (287 feet)
- **Portola / PHS Tierra de Los Venados / Manzanita Loop Trail** – (2,800 feet) was created by SBTS and PHS students over a two year period—2013-2015. The loop includes 36 song bird boxes, interpretive signage, 3 benches and a mule deer guzzler.
- **Quincy / Boyle's Ravine** – Already existing trails on the property (2 miles total) were once skid trails and remnant roads. In 2016, Quincy High School student Caleb Caporale partnered with SBTS for a senior project that added a .25 mile spur to the complex.

- ***Quincy / Leonhardt Ranch / Levee Trail*** – (1.4 miles) was installed as part of the Stewardship Council's regional funding in 2008. The trail begins at the school access/entry point at the Quincy Bike Path, crossing a donated 4.24 acre education easement by Rick & Tiffany Leonhardt and a brief corner of Troy & Juliette Williams' adjacent property until it reaches the 42-acre FRLT owned property. It continues along the Boyle Creek levee to the northeastern terminus of the property. Intention has been made to link it across American Valley Community Services District land to their treatment facility and Airport Road.
- ***Greenville / Greenville Cemetery Forest / Deadman's Loop*** – (.83 miles) was the first trail constructed in partnership with Sierra Buttes Trail Stewardship. This was a non-budgeted trail where two board members (Ron Heard and Brett Marty) and several SBTS members supported a 2007 senior project for Johnny Anderson. A bench at the top of the loop celebrates the small crew who made the project happen. Subsequent forest thinning project in 2017 significantly impacted the trail but Pew Logging did an exceptional job of flagging and restoring the resource to full usage.
- ***Greenville / Wolf Creek*** - This Learning Landscape is a literal floodplain and so consequently has no formal trail improvement. Due to its central location in the community of Greenville, there are countless paths running through the privately owned area. Discussion of a "bridge to bridge" trail has never resulted in a project.
- ***Chester / Collins Pine Trail*** – An already existing interpretive trail, designed and built by Terry Collins in 1987—the CPT has enjoyed student projects attention for 20 years, including adoption by Almanor High School in 2002 and a CHS senior project (Lucas Carmichael) in 2012. The Almanor Recreation and Parks District began a trail group in 2016 who have organized regular trail construction and maintenance days. Learning Landscapes funds supported two days of SBTS contract work to improve the trail with students in 2018.

# UPPER FEATHER RIVER WATERSHED





## Communities with Public Schools Feather River Watershed

-  Community with a Public School
-  Community without a Public School
-  Public Lands
-  County Line
-  Highway
-  Rivers



FEATHER RIVER  
LAND TRUST

# LASSEN COUNTY

## Westwood

**PLUMAS UNIFIED SCHOOL DISTRICT**

# SIERRA COUNTY

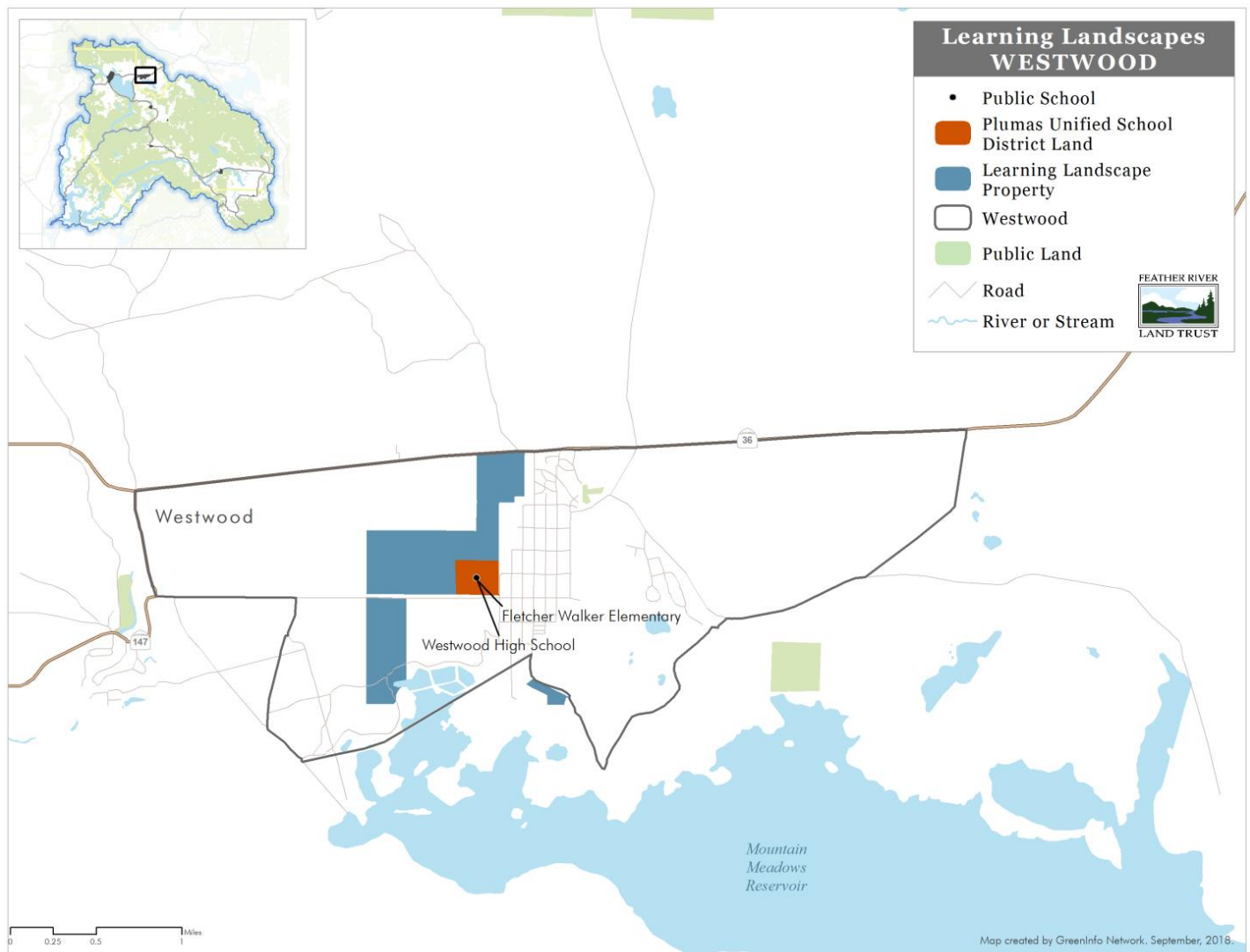
Loyalton

## WESTWOOD LEARNING LANDSCAPES

# LASSEN COUNTY / WESTWOOD

### **WESTWOOD UNIFIED SCHOOL DISTRICT FLETCHER WALKER (CLOSED AND INTEGRATED INTO THE WESTWOOD HIGH SCHOOL SITE)**

- Property adjacent to school is Walker Woods, also known as Lumberjack Forest—and is managed by Beatty & Associates
- Property lying isolated to the southeast of the school is the Gateway Property and is owned by FRLT



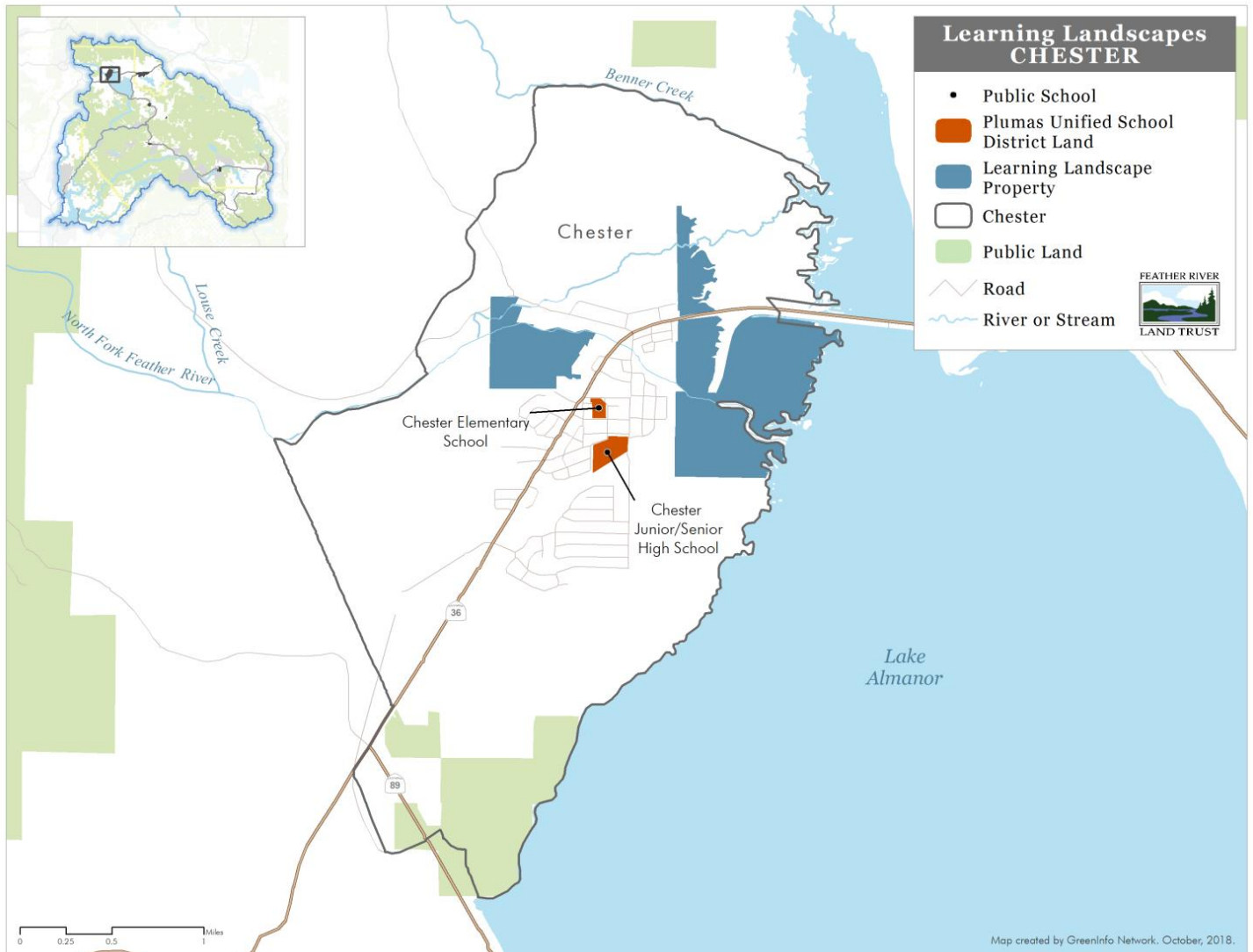


## CHESTER LEARNING LANDSCAPES

# PLUMAS COUNTY / CHESTER

**PLUMAS UNIFIED SCHOOL DISTRICT**  
**CHESTER ELEMENTARY SCHOOL (K-6)**  
**CHESTER HIGH SCHOOL (7-12)**

- Property west of schools is the Collins Pine Trail—owned by Collins Pine Lumber Company
- Property east of schools along Lake Almanor is Chester Meadows—owned by PG&E, and Olsen Barn—owned by FRLT

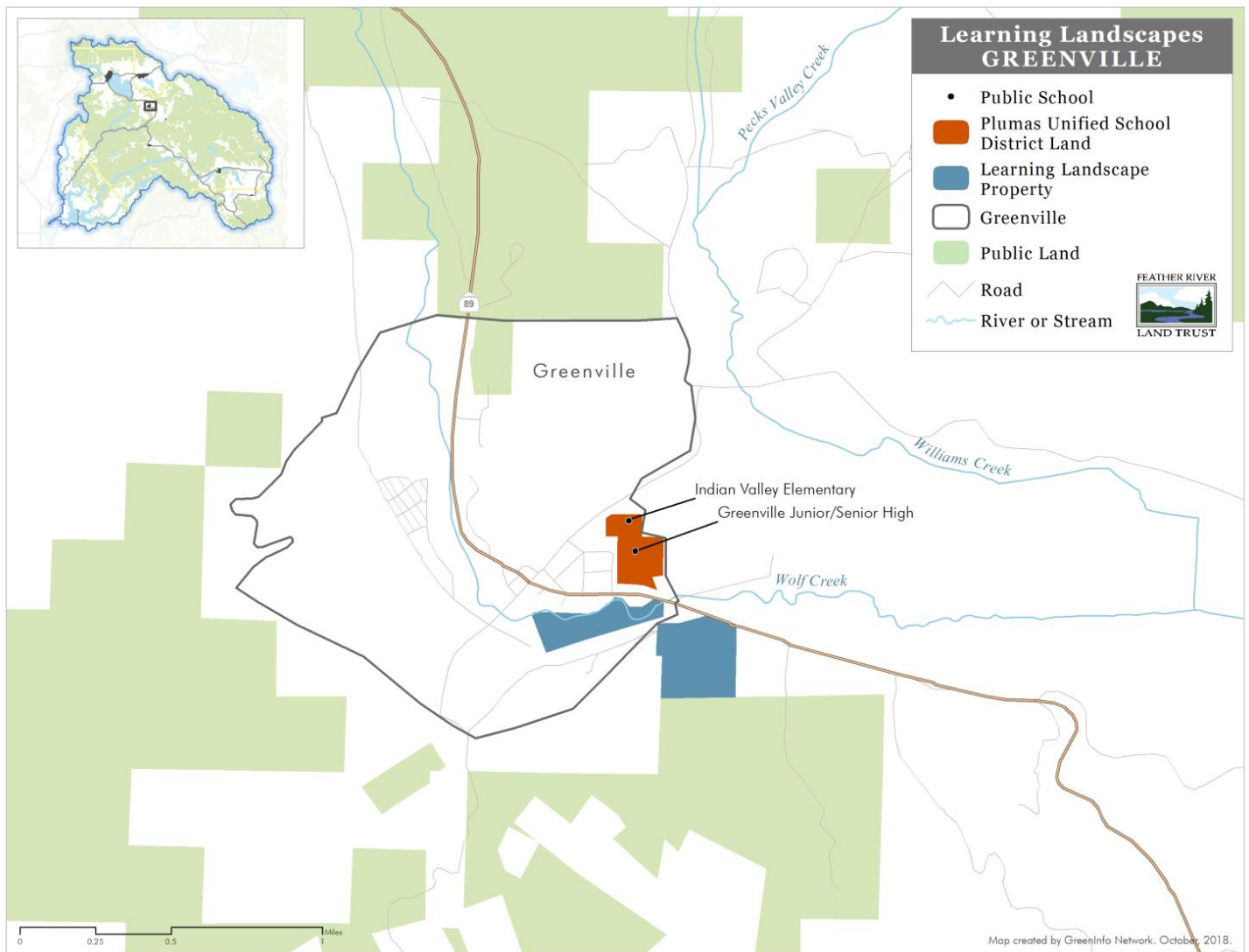


## GREENVILLE LEARNING LANDSCAPES

# PLUMAS COUNTY / GREENVILLE

**PLUMAS UNIFIED SCHOOL DISTRICT**  
**GREENVILLE ELEMENTARY SCHOOL (K-6)**  
**GREENVILLE HIGH SCHOOL (7-12)**

- Properties along Wolf Creek are 22.5 acres and 2.5 acres, and are privately owned
- Property to the Southeast is the Greenville Cemetery Forest—owned by the Indian Valley Cemetery District

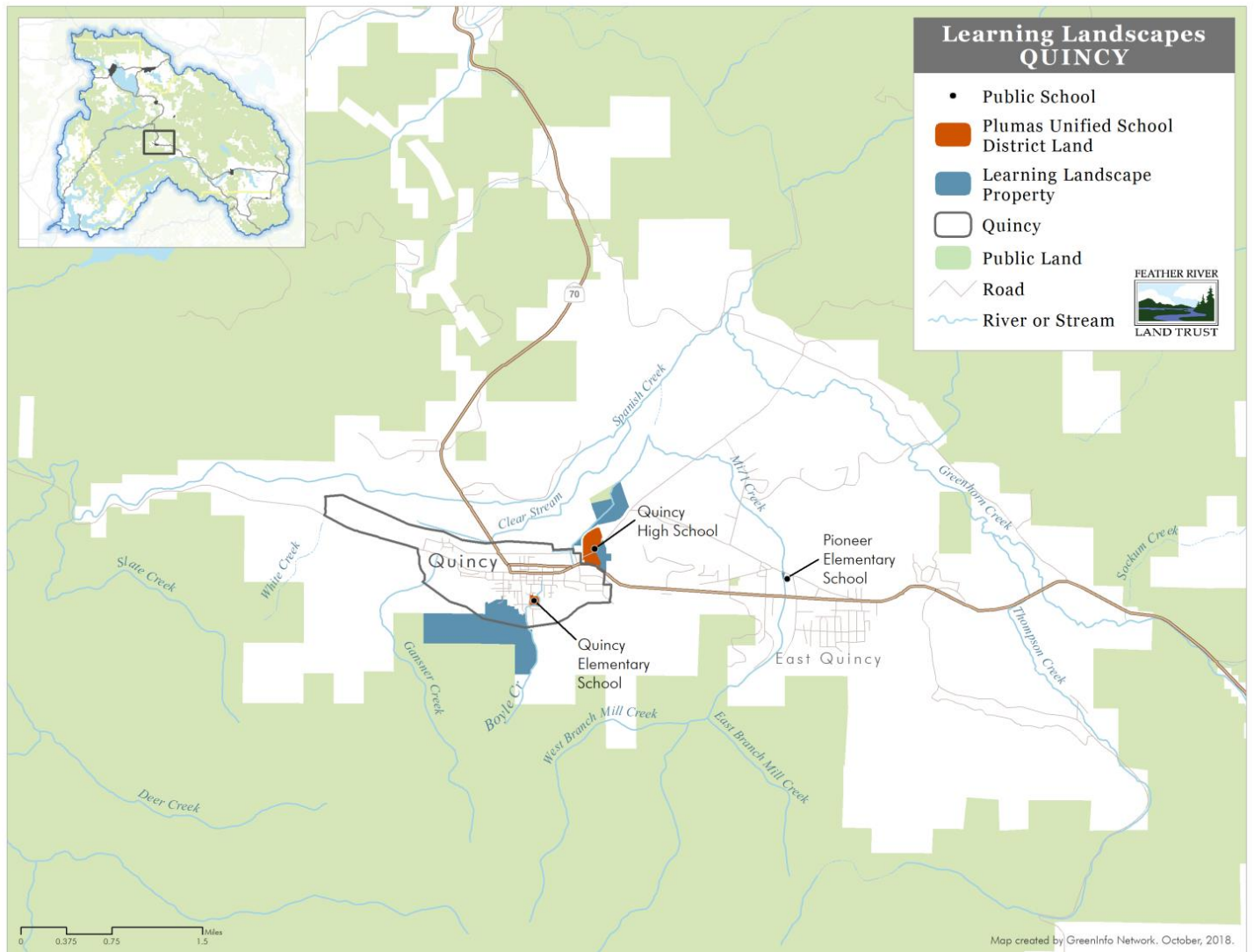


## QUINCY LEARNING LANDSCAPES

# PLUMAS COUNTY / QUINCY

**PLUMAS UNIFIED SCHOOL DISTRICT**  
**PIONEER ELEMENTARY SCHOOL (K-2)**  
**QUINCY ELEMENTARY SCHOOL (3-6)**  
**QUINCY HIGH SCHOOL (7-12)**

- Property north of Quincy High School is the Leonhardt Ranch—owned by FRLT
- Property adjacent to QHS—part of it being on campus—is Q Trail
- Property to the southwest of Quincy Elementary School is Boyle Ravine—owned by the American Valley Services District
- Pioneer Elementary School includes a small riparian area known as Mill Creek

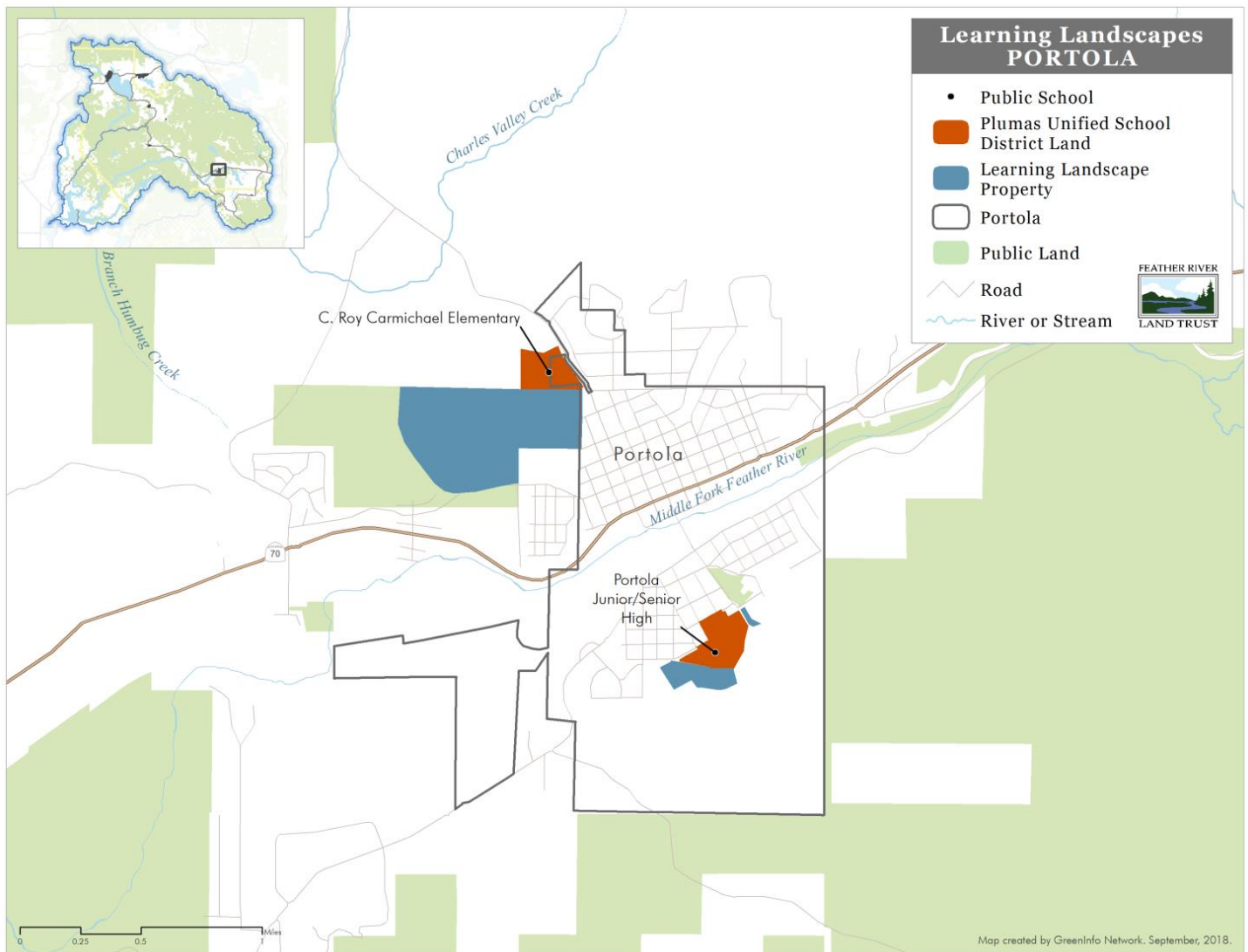


## PORTOLA LEARNING LANDSCAPES

# PLUMAS COUNTY / PORTOLA

**PLUMAS UNIFIED SCHOOL DISTRICT**  
**C ROY CARMICHAEL ELEMENTARY SCHOOL (K-6)**  
**PORTOLA HIGH SCHOOL (7-12)**

- Property adjacent to C Roy Carmichael Elementary is known as Kids Creek Forest—owned and managed by the Plumas National Forest
- Property south of Portola High School is part of the campus and is called Tierra De Los Venados. Additional site to the east is owned by the City of Portola and is called Wildcat Creek.

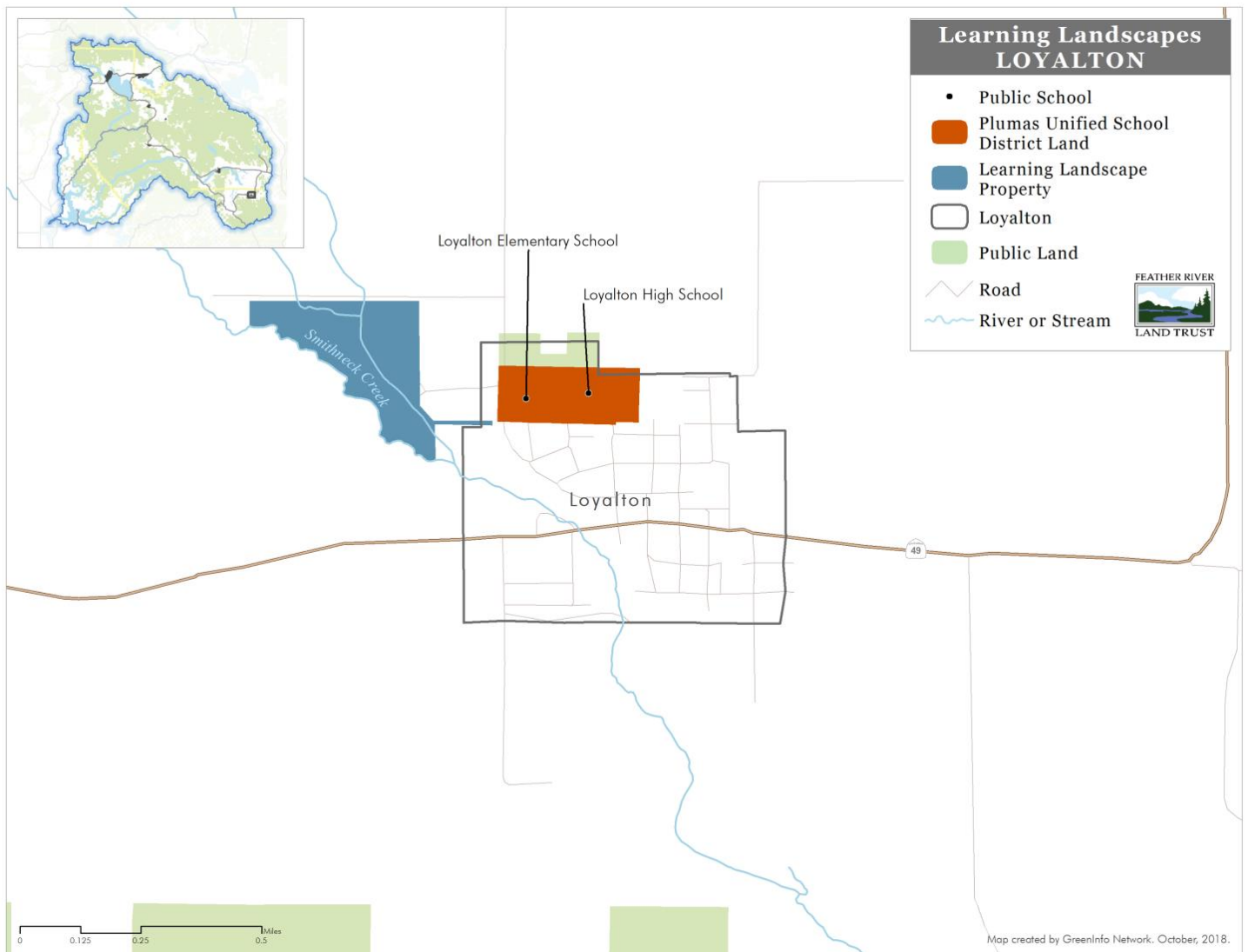


# LOYALTON LEARNING LANDSCAPES

## SIERRA COUNTY / LOYALTON

**SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT**  
**LOYALTON ELEMENTARY SCHOOL (K-6)**  
**LOYALTON HIGH SCHOOL (7-12)**

- Property across the street from Loyalton Elementary School is privately owned and called Smithneck Creek Meadows







Teachers are a skilled and passionate bunch but most have never received the specific training for effective and valuable outdoor education and instruction. LL provides the highest quality training possible to teachers each year with the highest quality resources available and compensates teachers for their time with stipends. By providing a quality, paid training, we communicate that we value their efforts to get kids outside and all the work they do as a school teacher.

## PROFESSIONAL LEARNING

**Summer Workshops** – Various “Teaching from the Land” professional learning workshops have been provided to Learning Landscapes teachers. Note that for schools with traditional summer break schedules, the best timeframe is shortly after the year concludes in June or just prior to the beginning of the school year in August. Consult with the school district to avoid scheduling complications with their own training.

**School Staff Outings** – Each Fall and Spring, the LL Coordinator facilitates a naturalist outing during a staff meeting on the school’s campus or Learning Landscape site to model the habit of getting outside to explore and learn.

## COMPENSATION

Teachers are often expected to give their time away. If you are able to coordinate closely with schools, the compensation might be part of their contract (See Training–Staff Outings). If the training is on a weekend or during the summer, plan to compensate teachers at least \$200 per day. This is the daily training rate for public school teachers in the region) \$300 per day tells them that you really love them.

## MENTORING AND COACHING

**LL Coordinator** – One on one mentoring is the most effective way to move a teacher forward with Learning Landscapes. This can just be an annual one-hour meeting but it helps to identify the exact location of each teacher’s confidence, fears, and needs for support. To have a file on every teacher and to help support their growth and evolution is powerful on both sides. Teachers feel considered in a way that many have never experienced. It engenders trust as almost nothing else can.

**Scientist Stewardship Mentor** – In the FRLT Learning Landscapes region we have ultimately paired every teacher up with a local scientist to help support their growth and scientist/steward need. We have committed our partners to 30 hours per year of guest speaker, email and call consulting, and field support during each year. It equals less than an hour per week but it provides the extra measure of support.

## TOOLS AND GEAR

Professional connection and commitment to outdoor instruction grows from a personal connection. To foster the personal connection first we have found that looking the part and being geared up as an outdoor enthusiast helps to foster the confidence to claim the same professional terrain. We provide every teacher in our region with the following:

- Backpack
- Binoculars (Petax Papilio “near focus”)
- Magnification Loupe
- John Muir Laws Field Guide to the Sierra Nevada
- Local Maps - Topo Book to Plumas/Lassen National Forest, Local Wilderness Area, Local Forest Map

*Teachers are required, as homework, to get out and hike the locale and send a photo of themselves.*

### SCHOOL LEARNING LANDSCAPE KITS

Every LL School has a Learning Landscapes Field Kit made up of a class set of field guides, binoculars, hand lenses. In the Upper Feather River tis field kit uses the John Muir Laws Field Guide to the Sierra Nevada, REI or Kingbird 8x and a metal magnification loupe. These field kits are to be inventoried at the end of each year by the Learning Landscapes coordinator for quantity and quality control to maintain a full, working class set. The following sites have a field kit:

- Loyaltan High School
- Loyaltan Elementary School
- Portola High School
- C Roy Carmichael Elementary School
- Quincy High School
- Quincy Elementary School
- Greenville High School
- Greenville Elementary School
- Chester High School
- Chester Elementary School
- Westwood High School
- Fletcher Walker Elementary School

### ENVIRONMENTAL AND SCIENCE LITERATURE

English Language Arts (ELA) is a strong driver of education in every school. To integrate Learning Landscapes with language arts resources is an important support for teachers who are seeking strategies and resources to integrate and expand outdoor learning. One area of support provided through two funders was fiction and non-fiction grade-level reading materials. Every teacher was granted \$50 to purchase whatever they wanted in support of LL. A universally identified library was also purchased for each school to specifically enhance the science library at every school. Schools have been absolutely welcoming of ELA resources to support student literacy goals.



## CURRICULUM

Learning Landscapes does not provide curriculum to teachers. The argument away from curriculum is simple. Land conservation organizations have an advocacy orientation. In politically conservative areas, such as the northern Sierra Nevada, the idea of educating students about the land is easily misconstrued as indoctrinating students toward what to think about the land.

## FIELD JOURNALING

"Teacher support has been focused on growing teacher comfort with leading students into the field and providing broad and flexible tools to explore the natural world. Field journaling is the core Learning Landscapes tool that teachers have learned to use to enhance their field science inquiry and land stewardship activities. Since 2014, John Muir Laws, author and educator, has conducted annual workshops for teachers for all K-6 elementary school teachers and 7-12 junior and senior high school science teachers.



# PROGRAM EVALUATION

## PROGRAM EVALUATION

LL program evaluation began with teacher surveys conducted in 2004. These first surveys and interviews helped to identify teacher field instruction experience, needs, concerns and obstacles which provided a foundation and framework for the LL Coordinator and teachers to design a support strategy and system.

The first year of quantitative measured outcomes began in 2012 following a 2011 meeting with Heidi Ballard, Associate Professor of Environmental Science Education at UC Davis. Work with Professor Ballard resulted in the development of a logic model and a formal one-page assessment administered annually to teachers to measure program attributes and their value to teachers, and to gauge the use and frequency of outdoor classroom sites. This internal evaluation, administered and evaluated by FRLT, continued for three years—2011-2012, 2012-2013, 2013-2014. See [appendix 1.8](#) for the internal evaluation tool.

In 2014-2015 an important evaluation shift occurred to an external evaluator Chico State Foundation. Principal evaluator was Anne Stephens, Associate Professor of Science Education at CSU Chico with statistician support from Kathryn Hayes at CSU East Bay. External evaluation has been maintained since that time with Spring evaluation occurring each year. Teachers have been evaluated each year from Spring 2015-Spring 2019. Students have been evaluated every other year—Spring 2015, Spring 2017, Spring 2019.

Essential questions guiding the evaluation were developed by Anne Stephens and Rob Wade. The 6 questions are:

1. What professional development or experiences have teachers had that will help them implement the Common Core & Next Generation Science Standards?
2. To what extent are schools in the Plumas/Loyalton schools using the Learning Landscapes program, including both the outdoor classroom and resources?
3. What components of the LL program are being used most consistently?
4. To what extent is the professional development offered by the LL program impacting teacher's confidence toward teaching about the environment and encouraging student stewardship
5. To what extent is the LL program impacting students' knowledge and understanding of their environment, their connectedness to nature and attitudes toward science, as well as their environmental self-efficacy?
6. What are the broader impacts of how the Learning Landscapes program is (or is not) affecting teacher/student attitudes toward land trusts?



Following FRLT Board feedback in 2017, question 6 was eliminated as it had not been consistently evaluated for and is not a driving motivator for FRLT's approach and design of Learning Landscapes.

After five years of unchanged evaluation metrics, Spring 2020 evaluation will include a revisiting of the evaluation model and methodology. 2019 collaboration with North Carolina State professor Kathryn Stevenson resulted in LL program evaluation updates including a new Learning Landscapes Theory of Change and a Learning Landscapes Logic Model. Learning Landscapes impacts and outcomes remain consistent for the foreseeable future.

See [appendix 1.9](#) for the latest LL Program Evaluation Report

See [appendix 1.10](#) for the Theory of Change & Logic Model

## ANNUAL WORK PLAN

The work plan table provides projected and scheduled dates of annual maintenance and will document key parties involved. Stewardship and Land Protection projects are reviewed and coordinated by FRLT's Stewardship Committee and Land Protection Committee along with FRLT management staff such as the Stewardship Director and the Land Protection Director/Executive Director.

See [appendix 1.11](#) for Learning Landscapes Workplan 2019



# APPENDIX I

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# LEARNING LANDSCAPES—A COMPLETE HISTORY

## Learning Landscapes Timeline: A Complete History

Year	Description
2000	FRLT becomes officially incorporated – FRLT’s birthday February 18
2002	Learning Landscapes concept and name is agreed upon.
2004	FRLT Board discusses and agrees to support LL as an FRLT education program.
2004	PUSD Board approves LL collaboration and partnership with FRLT
2006	<ol style="list-style-type: none"> <li>1. FRLT receives first grant funding to initiate effort from the Pacific Forest Watershed Land Stewardship Council (Stewardship Council) and the Catalyst Fund. (Meetings with and permission from Landowners, preliminary planning).</li> <li>2. FRLT receives \$5000 from Plumas Bank for LL signage and general work.</li> </ol>
2007	<ol style="list-style-type: none"> <li>1. LTA Workshop Presentation on Learning Landscapes - Denver CO</li> </ol>
2008	<ol style="list-style-type: none"> <li>1. FRLT receives SNC grant to support LL land conservation and baseline documentation (MOU’s, Site Inventory).</li> <li>2. FRLT receives second Stewardship Council grant to support implementation (teacher training, curriculum development, resource kit assembly, stewardship project work) through Impact Fund.</li> <li>3. FRLT dedicates Boyles Ravine LL Site.</li> </ol>
2009	<ol style="list-style-type: none"> <li>1. Partnership with Feather River College, Career Tech Education Program supports LL kits and Teaching from the Land Workshop at Grizzly Creek Ranch</li> <li>2. FRLT dedicates Pioneer and Mill Creek Learning Landscapes sites.</li> <li>3. First 7-12 grade Teaching from Land Workshop held.</li> <li>4. All high schools receive LL field kit.</li> <li>5. 3 Senior Projects focused on LL.</li> <li>6. FRLT dedicates CRC and Kids Creek Forest Learning Landscape sites.</li> <li>7. FRLT receives first gifts from private major donors to support LL.</li> </ol>
2010	<ol style="list-style-type: none"> <li>1. First non-grant driven LL budget and programming initiated.</li> <li>2. LL Strategic Plan completed.</li> <li>3. TFTL Teachers complete first year of implementation with FRC SB70 support.</li> <li>4. Four Senior projects focused on LL completed.</li> <li>5. All identified property MOUs and Certificates of Insurance issued and signed.</li> <li>6. FRLT receives National Fish and Wildlife Foundation (NFWF) Five Star Restoration Grant</li> </ol>



# LEARNING LANDSCAPES—A COMPLETE HISTORY

## Learning Landscapes Timeline: A Complete History

Year	Description
2011	<ol style="list-style-type: none"> <li>1. FRLT receives Stewardship Council Infrastructure Grant for development of Campus Outdoor Classrooms (signage, trail, seating) system-wide.</li> <li>2. Greenville Cemetery Forest Trail is completed with signage.</li> <li>3. 7-12 grade Teaching from Land Restoration Workshop conducted (NFWF Funded).</li> <li>4. Trails completed at WHS, CHS, GHS, QPES &amp; QHS with SBTS support.</li> <li>5. Four Senior Project focused on LL.</li> <li>6. CRC Kids Creek Forest Learning Landscape seating completed and dedicated.</li> <li>7. Teacher Outings integrated with Staff Meetings in partnership with PUSD and PNF.</li> <li>8. First LL Restoration Projects completed.</li> <li>9. Westwood Schools Outdoor Classroom Dedication</li> </ol>
2012	<ol style="list-style-type: none"> <li>1. Leonhardt Ranch acquisition completed for QHS (42 acres) with Cal-Trans &amp; Edwards Family funding.</li> <li>2. Chadwick Easement process commences.</li> <li>3. Plumas Charter School adopts resolution in support of LL participation</li> <li>4. Leonhardt Operating Plan Completed</li> <li>5. QHS/Leonhardt Outdoor Classroom Dedication</li> <li>6. GHS Outdoor Classroom Dedication</li> <li>7. First Leonhardt Volunteer Work Day</li> <li>8. Chester Elementary and High Schools Outdoor Classroom Dedicated</li> <li>9. LL chosen as one of four Strategic Initiatives of the Northern Sierra Partnership (NSP).</li> <li>10. Quincy Elementary School Outdoor Classroom Dedicated</li> <li>11. Indian Valley Elementary School Outdoor Classroom Dedicated</li> <li>12. LTA Rally Workshop Presentation on Learning Landscapes - Salt Lake City, Utah</li> </ol>
2013	<ol style="list-style-type: none"> <li>1. Q- Trail Project completed.</li> <li>2. Quincy High School Outdoor Classroom Completed.</li> <li>3. K-6 Teaching from the Land Workshops: CES 26<sup>th</sup>, CRCES 27<sup>th</sup>, PQES 28<sup>th</sup>.</li> <li>4. IVES Teaching From the Land Workshop completed</li> <li>5. LTA National Rally Seminar Presentation, New Orleans, LA</li> <li>6. Leonhardt Barn Completed</li> </ol>

# LEARNING LANDSCAPES—A COMPLETE HISTORY

## Learning Landscapes Timeline: A Complete History

Year	Description
2014	<ol style="list-style-type: none"> <li>1. Chadwick/Smithneck Creek Meadow Easement Completed, Loyalton, CA.</li> <li>2. CCLT LL Presentation.</li> <li>3. CCLT Presents FRLT Innovation Award for Learning Landscapes.</li> <li>4. Sierra Cascade Land Trust Council Presentation.</li> <li>5. Foster Family funding received to promote evaluation and assessment of LL.</li> <li>6. Loyalton Elementary School TFTL Training</li> </ol>
2015	<ol style="list-style-type: none"> <li>1. Replication Outreach begins – meeting with Central Valley Farmland LT- Stockton, CA (5<sup>th</sup>), Tuolumne River LT (26), also Palos Verdes Peninsula LT, Los Angeles Neighborhood LT, &amp; Columbia LT (Portland, OR).</li> <li>2. External Evaluation Process Begins (2015-2016) – Anne Stephens - CSU Chico, Kathryn Hayes – CSU East Bay, Heidi Ballard – UC Davis.</li> <li>3. Two QHS Senior Projects Completed: ML – Interp Signage on Leonhardt, TC – Interp Signage on Q Trail.</li> <li>4. CCLT LL Presentation.</li> <li>5. California Trails Foundation Conference Plenary LL Presentation – Yosemite.</li> <li>6. Loyalton LL Dedication with LES.</li> <li>7. Leonhardt Ranch LL Barn Dedication with QHS; PHS LL Dedication.</li> <li>8. Launch of Outdoor Core – PUSD NGSS Strategy with LL</li> <li>9. Laws Field Journaling &amp; LL Workshops for all K-6 staff.</li> <li>10. First LL Program Evaluation Report complete.</li> <li>11. LTA Rally Seminar - Learning Landscapes: Community Conservation &amp; K-12 Education - Sacramento CA</li> </ol>
2016	<ol style="list-style-type: none"> <li>1. Three QHS Senior Projects: DD - LL Carnivores, HM – Leonhardt Bridge Design, CD – Leonhardt Barn Fence.</li> <li>2. California Trails &amp; Greenways Conference Merit Award to LL – Kids &amp; Trails.</li> <li>3. Q Trail Dedication.</li> <li>4. Outdoor Core Pilot Launch with PUSD.</li> <li>5. Laws K-6 Field Journaling Teacher Training, Level II.</li> </ol>

# LEARNING LANDSCAPES—A COMPLETE HISTORY

## Learning Landscapes Timeline: A Complete History

Year	Description
2017	<ol style="list-style-type: none"> <li>1. Q lot line adjustment completed.</li> <li>2. LTA Case Story Published on LL.</li> <li>3. PUSD Senior Projects - PHS/BC - CRC Trail, QHS/CC - Leonhardt Barn Fence and Ag Pilot.</li> <li>4. Laws Field Journaling Residency – PUSD &amp; Loyaltton</li> <li>5. Snow School Partnership begun.</li> <li>6. LL Presentation at CSU Sustainability Conference .</li> <li>7. LTA Saving Land Article on LL.</li> <li>8. Kids Creek Forest Fencing Project Completed.</li> <li>9. Outdoor Core/LL PUSD-Wide rollout &amp; EEI (TFTL Welcome)</li> <li>10. LTA Rally Half-Day Seminar - Learning Landscapes - Denver CO</li> </ol>
2018	<ol style="list-style-type: none"> <li>1. FRLT Board of Directors LL Strategic Planning session.</li> <li>2. Conducted LTA Webinar LL Part I.</li> <li>3. Conducted LTA Webinar LL Part II.</li> <li>4. Laws Field Journaling Residency II - w/ teacher training.</li> <li>5. STRAW/Point Blue Stewardship Pilot with Chester Schools.</li> <li>6. LTA National K-12 Survey (200 Participants)</li> <li>7. LTA Back to School Webinar</li> <li>8. LL Outdoor Classroom Constructed at Quincy Pioneer Campus</li> <li>9. Trail Tuesday Initiated with SBTS at all sites</li> <li>10. Kids Creek Lightning Tree Loop Installed &amp; Dedicated</li> <li>11. LTA Full-Day Seminar, Pittsburgh PA</li> </ol>
2019	<ol style="list-style-type: none"> <li>1. Winter Wildlands Alliance formal SnowSchool Field Pilot and Training</li> <li>2. Foster Funding for K-12 Leadership Summit</li> <li>3. Olsen Barn Outdoor Classroom Dedicated</li> <li>4. Olsen Barn Spring BioBlitz Pilot with CES</li> <li>5. PUSD Modified Block piloted to support 7-12 field science time</li> <li>6. LTA Rally - K-12 Leadership Retreat &amp; Reception - Raleigh NC</li> <li>7. LTA Rally Workshop - Networking Platform</li> <li>8. LTA Webinar - K-12 Fundamentals</li> <li>9. LL 5-Year Longitudinal Report</li> </ol>
2020	<ol style="list-style-type: none"> <li>1. Learning Landscapes Operating Plan Completed</li> <li>2. Learning Landscapes K-12 Leadership Summit - March 1-4</li> </ol>

# LEARNING LANDSCAPES COORDINATOR REPORT SAMPLE



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## 2019 Coordination for Learning Landscapes

### Progress Report Narrative Time Period: March 28 – June 10, 2019

Feather River Land Trust  
75 Court Street  
PO Box 1826  
Quincy, CA 95971

This progress report on behalf of Learning Landscapes for the Feather River Land Trust represents activity occurring between March 28 and June 10, 2019. Within the scope of this general coordination contract there are 7 areas specified: Teacher/School Support, Community Collaboration, Internal Capacity, Program Development, Land Conservation & Management, Site Stewardship, Infrastructure, and Fund Development. Listed below is a summary of activity for the given reporting period in each task center.

Teacher/ Schools Support	46
Community Collaboration	15
Internal Capacity	14
Program Development	60
Land Conservation, Management, Stewardship	15
Infrastructure	30
<u>Fund Development</u>	<u>08</u>
	188
<b>Total for Invoice LL2019-2</b>	

#### **Task I. School/Teacher Support (46 hours)**

- Communication and general work with K-12 Upper Feather River (UFR) teachers and principals. All schools and various teachers individually (26 hours)
- CRC Dedication / Tredication 6/4 (4 hours)
- Olsen BioBlitz & Seating Dedication 5/24 (12 hours)



# LEARNING LANDSCAPES COORDINATOR REPORT SAMPLE



- PUSD Staff Meetings
  - Indian Valley 4/20 (2 hours)
  - Quincy Elementary (02 hours)

## **Task II. Community Collaboration (21 hours)**

- General contact with partners (05 hours)
- Almanor Basin Scientist/Steward Mentor Program (3 hours)
- Beckwourth RD Scientist/Stewardship Mentors 5/21 (3 hours)
- SBTS (4 hours)
- FRTU (4 hours)
- Plumas Audubon 5/21 (2 Hours)

## **Task III. Internal Capacity (14 hours)**

- Regular Monday staff meetings, communication, and correspondence with all FRLT staff as needed (Corey, Gabe, Susan, Nils, Aubrey, Greg, Shelton, Vincent) (06 hours)
  - Staff Meetings – 4/15, 5/20 (04 hours)
  - VV Meetings & Communication – (04 hours)

## **Task IV. Program Development (60 hours)**

- Foster Family Charitable Foundation supported LL Program Evaluation & Improvement work
  - Anne Stephens & Chico State. Meetings and communication related to 2019 evaluation. (16 hours)
  - CA Environmental Literacy Video hosting 5/3 (4 hours)
  - Green Schoolyards Article – (12 hours)
  - LL Operating Manual (12 hours)
- Foster Family Foundation supported LL Program Model Replication & Scaling work
  - LTA K12 Community of Practice Support - 4/3, 5/2, 6/7 & various communication (09 hours)
  - Children & Nature Network –Stockton Scaling 6/6 (3 hours)
  - K-12 Network Platform (3 hours)
  - K-12 LL Leadership Summit – March 1-4 Planning. Waiting for notification of funding. 5/2 Meeting at Nakoma (3 hours)

# LEARNING LANDSCAPES COORDINATOR REPORT SAMPLE



## **Task V. Land Conservation, Management & Stewardship (15 hours)**

- Kids Creek Forest planning work with PNF (03 hours)
- STRAW Restoration Project Days Planning for Spring LL projects - (04 hours)
- Pioneer LL Pollinator Project (04 hours)
- Spring Mowing Collaboration (04 hours)

## **Task VII. Infrastructure Projects (30 hours)**

- LL Site Coordination Work for 2018-2019, Various
- Olsen Interpretive Signage Project - 2/13, 3/15 (09 hours)
- Leonhardt Fencing with QHS – (03 hours)
- Abby's Barn Sign Install – (04 hours)
- Trail Tuesdays with SBTS (06 hours)
  - QES – 4/23
  - IVES – 4/30
  - CRC – 5/7
  - CES – 5/14
- PHS Benches Completed - (08 hours)

## **Task VIII. Fund Development (08 hours)**

- Communication/Coordination with Susan, Karen and Vanessa for general LL fundraising and budget management (02 hours)
- LL Budget Work (04 hours)
- Foster 2019-2020 Work (02 hours)

**Additional information and documentation is available upon request.**

**Carefully submitted on June 10, 2019**

**Rob Wade, Learning Landscapes Coordinator**



# LEARNING LANDSCAPES COORDINATOR DUTIES TABLE

## Learning Landscapes Coordinator Duties

### A. TEACHER/SCHOOL SUPPORT

Attend at least two staff meetings at each school in the Feather River watershed. (≥13 staff meetings).

Meet with all LL lead teachers at least twice (2x) during the year. Regular communication

Offer two after-school teacher outings for each school site on their LL property. These include: Quincy, Portola, Chester, and Greenville, Loyalton & Westwood. Local resource professionals will lead the outings; ornithologist, botanist, entomologist, archeologist, historian, etc.

Provide regular support and coordination for all teachers. This includes at least one, annual, one-on-one meeting with each teacher to help coach and mentor educational capacity

Integrate LL with other related efforts in region

Coordinate annual restoration / stewardship activities with K-6 (grade level) and 7-12 science teachers.

One annual LL teacher learning workshop with all K-12

Complete Development of and maintain LL Teacher Handbook

### B. COMMUNITY COLLABORATION

Work with administrations of Plumas Unified School District (PUSD), Sierra Plumas Joint Unified (SPJUSD), and Westwood Unified School District (WUSD) to incorporate LL as integral component of educational system.

Work with the U.S. Forest Service (USFS) and other science partners (STRAW, Plumas Audubon, Trout Unlimited) to develop capacity for school staff outings leaders, and teacher science/stewardship mentoring. This includes annual restoration/ stewardship activities with each class.

Partner with local trail groups, particularly Sierra Buttes Trail Stewardship (SBTS) to support trail planning, design, construction, and maintenance/stewardship with students.

Evaluation and program improvement work with Chico State and other related higher education institutions

Replication & Scaling work with LTA and K-12 Community Conservation Community of Practice



# LEARNING LANDSCAPES COORDINATOR DUTIES TABLE

General outreach to and coordination of the above and other LL partners, such as meetings w/ business, government and non-government organizations, etc.

## C. INTERNAL WORK

Manage all LL history, files, and informational needs.

Maintain annual Learning Landscapes Work Plan with regular communication/collaboration with People & Land Coordinator and other related FRLT staff.

Attend regular meetings to establish clear information exchange and dialogue with FRLT staff – particularly with People and Land Program Coordinator

Provide regular invoices with related narrative report

Provide regular LL report for FRLT Board and maintain attendance at board meetings as requested

Work with FRLT staff on communications and press releases re: LL

Participate in and support FRLT Education Committee as applicable

Work with FRLT Stewardship Staff for management and maintenance of LL properties.

General Program Improvement, Sustainability & Replication Work

Maintain LL Website [www.learninglandscapes-frlt.org](http://www.learninglandscapes-frlt.org)

Complete development of and maintain Learning Landscapes Operating Manual

Program evaluation plan and work with Chico State and other higher education partners

Give at least 3 LL Presentation to share model and network

Maintain LL Strategic Plan 2019-2020

## D. LAND CONSERVATION

Maintain all existing MOU's and Liability requirements with schools and landowners

Maintain conservation status of FRLT LL title and easement properties. These are:

- Smithneck Creek Meadow LL - Loyalton (**Easement**)
- Leonhardt Ranch LL - Quincy (**Title**)
- Olsen Barn LL - Chester (**Title**)
- Gateway LL - Westwood (**Title**)

Monitor opportunities to move more vulnerable MOU properties into more secure status

# LEARNING LANDSCAPES COORDINATOR DUTIES TABLE

Monitor need and opportunities for additional LL sites - Additional Sites TBD

## E. SITE STEWARDSHIP

Create Site Stewardship/ Management Plans for all LL properties in coordination w/ FRLT Stewardship Coordinator and schools. Maintain Stewardship Plans.

Coordinate annual field stewardship activities with FRLT staff on all FRLT owned properties

Work with partners and landowners for annual stewardship project for every teacher/class in region

## F. INFRASTRUCTURE

Coordinate maintenance plan with PUSD, SPJUSD and WUSD for all LL infrastructure on campus with school maintenance staff, high school construction programs, local vendors, partners and FRLT staff. These include seating, signage, whiteboards, trails, entry access.

Complete local, state, and federal permitting and reporting processes as required.

Help to advise FRLT staff or supervise subcontractors in performance of infrastructure maintenance duties on LL properties sites, campus and adjacent field sites.

## G. FUND DEVELOPMENT

Private donor cultivation: provides information and reporting for donors; meets w/ ≥2 donors as needed

Assists FRLT staff in preparation grant applications (≥4 proposals).

Assists FRLT staff in preparation of grant reports



# SCIENCE PARTNER/STEWARDSHIP PARTNER COMMITMENT DOCUMENT

Plumas Unified School District  
K-12 Outdoor Core Mountain Kid  
Science/Stewardship Teacher Mentor Collaborative



## Next Generation Science Standards & the California Science Framework

The California Science Framework uses NGSS, which is broken into three parts, or “dimensions”. All three dimensions (3D) are used concurrently for instruction and learning. So a lesson or a field trip would seek to integrate all three dimensions

### Disciplinary Core Ideas (DCI) - What Scientists & Stewards Study

- Life Science (Ecosystems, Organisms, Diversity, Traits, Adaptation)
- Earth & Space Science (Geology, Hydrology, Climate & Weather, Astronomy)
- Physical Science
- Engineering & Technology (Solving Problems through Social Change & Ecological Restoration)

### Science & Engineering Practices (SEP) - What Scientists & Stewards Do

1. Asking Questions & Defining Problems
2. Developing & Using Models
3. Planning & Carrying our Investigations
4. Analyzing & Interpreting Data
5. Using Mathematics & Computational Thinking
6. Constructing Explanations & Designing Solutions
7. Engaging in Argument from Evidence
8. Obtaining, Evaluating & Communicating Information

### Cross Cutting Concepts (CCC) - How Scientists & Stewards View the World

1. Patterns
2. Cause & Effect
3. Scale, Proportion & Quantity
4. Systems & System Models
5. Energy & Matter
6. Structure & Function
7. Stability & Change



### **Environmental Principles & Concepts - Environmental Literacy for Students - EP&Cs**

1. Principle 1 - People **Depend** on Natural systems
2. Principle 2 - People **Influence** Natural Systems
3. Principle 3 - Natural Systems Change in Ways that Benefit and are Influenced by People (**Cycles**)
4. Principle 4 - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems (**Matter**)
5. Principle 5 - **Decisions** Affecting Resources & Natural Systems are Complex and Involve many Factors

### **5E Instructional Model - Every lesson and activity will be identified as one E**

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate

3D

EP&Cs

5E



# SCIENCE PARTNER/STEWARDSHIP PARTNER COMMITMENT DOCUMENT

Plumas Unified School District  
K-12 Outdoor Core Mountain Kid  
Science/Stewardship Teacher Mentor Collaborative



## K-8 Grade Scope & Sequence

NGSS and the California Science Framework has designed the standards to be taught in every grade band. These three year bands are as follows: K-2, 3-5, 6-8, and 9-11. The specific allocation varies and the scope & sequence in the table below will help you to track what is covered each year. Note the NGSS focus of every science, every year for every student. This integrated approach reflects the way that science in fact occurs in the world around us. NGSS encourages :”bundling” or creating learning that integrates all areas of science simultaneously.

	K	1	2	3	4	5	6	7	8
<b>Earth &amp; Space Sciences</b>									
Weather	X			X			X		
Astronomy		X				X	X		
Water & Land			X		X	x	X		
<b>Physical Sciences</b>									
Waves		X			X				X
Motion/Stability/Forces	X			X		X			X
Energy	X				X	X			X
Matter			X			X			X
<b>Life Sciences</b>									
Ecosystems	x	x	X	X	x	X		X	
Organisms	X	X	x	X	X	X		X	
Diversity	x	x	X	X	x	x		X	
Heredity: Traits	x	X	x	X	x	x		X	

The Plumas Unified School District found a missed opportunity in the CA Science Framework specifically in the life sciences as it did not allow for full engagement and mastery. In education there is the concept “Storyline”. The best learning is a narrative of discovery and understanding. For this reason, note that we track the annual passage of the year, every year, and we choose to cover all areas of the life sciences each year kindergarten through sixth grade.

3D

EP&Cs

5E

# SCIENCE PARTNER/STEWARDSHIP PARTNER COMMITMENT DOCUMENT

Plumas Unified School District  
K-12 Outdoor Core Mountain Kid  
Science/Stewardship Teacher Mentor Collaborative



## Outdoor Core Mountain Kid Plumas County's Place-based Learning Strategy

Plumas Unified School District has designed and implemented a unique, local strategy to make learning exciting, authentic and relevant for all students. This strategy is based on a year-long grade-level theme that carries through the 3 seasons, 36 weeks and 180 days of the school year. The annual theme is not the isolated subject of study but catalyst to enter the full ecology.

GRADE LEVEL	OUTDOOR CORE THEME	BIG ISSUE - PROBLEM
<u>Kindergarten</u>	<b>Garden</b> Year	
<u>First Grade</u>	Year of the <b>Invertebrate</b>	Pollinators
<u>Second Grade</u>	Year of the <b>Reptile &amp; Amphibian</b>	Mountain Yellow-legged Frog
<u>Third Grade</u>	Year of the <b>Mammal</b>	Wolves, Elk & Pronghorn
<u>Fourth Grade</u>	Year of the <b>Trout</b>	Whirling Disease
<u>Fifth Grade</u>	Year of the <b>Bird</b>	Phenology - Climate & Birds
<u>Sixth Grade</u>	<b>Watershed</b> Year (ESS)	California's Water (State WP)
<hr/>		
<u>Seventh Grade</u>	Wildlife! - All Life Sciences	
<u>Eighth Grade</u>	Adventure! - All Physical Sciences	
<u>Ninth Grade</u>	The Living Earth - Integrated 1	
<u>Tenth Grade</u>	Chemistry in the Earth System - Integrated 2	
<u>Eleventh Grade</u>	Physics in the Universe - Integrated 3	
<u>Twelfth Grade</u>	Extra College & Career Courses (Fire Science, AP Env Science)	

### Phenology & The Annual Cycle of Life

Using local phenomena and problems/issues as a starting point, teachers and students use science inquiry and engineering design to study and steward the theme of their year as it progresses through the seasons. Tracking the shift of daylight and darkness, cycle of the moon, the appearance and disappearance of species, the budding and flowering, first frost, first snow, etc. is the natural noticing we want students to develop.

A rough outline for the school year might look like:

MONTH	GENERAL ACTIVITY	PHENOLOGY
<b>August</b>	Introduction & Call to Science & Stewardship	Fade of Summer
<b>September</b>	Foundational Learning & Field Study	Fall Equinox
<b>October</b>	Continue Foundational Learning & Field Study	Fall Migrations
<b>November</b>	Fall Project	Winter Hibernation
<b>December</b>	Physical Science & Winter Ecology	Winter Solstice
<b>January</b>	Physical Science & Winter Ecology	Deep Winter
<b>February</b>	Designing Monitoring Project	Snowpack
<b>March</b>	Implementing Monitoring Project	Spring Equinox
<b>April</b>	Designing Restoration Project	Spring Migrations
<b>May</b>	Restoration Project	Spring Flowering...
<b>June</b>	Celebrate	Start of Summer

The partnership concept for science / stewardship mentors for each grade level is to invite students to become a scientist and steward to help local scientists with the very difficult job of understanding and taking care of our local natural resources on their Learning Landscape Site.

3D

EP&Cs

5E

# SCIENCE PARTNER/STEWARDSHIP PARTNER COMMITMENT DOCUMENT

Plumas Unified School District  
K-12 Outdoor Core Mountain Kid  
Science/Stewardship Teacher Mentor Collaborative



## Science & Stewardship Mentor Role

Our teachers have little to no science background or science education training. To become more proficient and to be accurate in their efforts to bring authentic, local learning for students every teacher need the support of our professional scientific and stewardship community.

### Science / Stewardship Partners

1. Point Blue
2. United States Forest Service (Region 5)
3. Plumas National Forest
4. Lassen National Forest
5. Feather River Land Trust
6. Feather River Trout Unlimited
7. Feather River College
8. Plumas Corporation
9. Plumas Audubon
10. Plumas County Fish & Game Commission
11. Plumas County
12. Sierra Buttes Trail Stewardship
13. Sierra Institute
14. California Department of Fish & Wildlife
15. University of California Berkeley
16. University of California Cooperative Extension
17. Collins Pine
18. Sierra Pacific Industries
19. Soper Wheeler
20. Beatty & Associates
21. Retired Scientist/Stewards

### Scientist/Steward Annual Commitment - 30 Hours per year

Support Activity Description	Total Hours
• Planning	2 hours
• Phone & Email Communication	2 hours
• Classroom Guest Speaker	6 hours
• Field Trip(s)	8 hours
• Monitoring Project Design & Implementation	6 hours
• Restoration Projects & Implementation	6 hours

Teachers will receive training to set expectations of their mentor relationship. The initial introduction between teachers and mentors will occur in a staff meeting. Once the connection has been made, each teacher and mentor will correspond and meet as needed. If additional support or clarification is needed please contact Rob Wade.

Rob Wade  
50 Church Street  
Quincy, CA 95971  
Work (530) 383-6500 ext. 5257  
Cell (530) 919-5538  
[rwade@pcoe.k12.ca.us](mailto:rwade@pcoe.k12.ca.us)

Teacher Name \_\_\_\_\_  
Grade \_\_\_\_\_  
Email \_\_\_\_\_  
Phone \_\_\_\_\_  
Notes \_\_\_\_\_  
\_\_\_\_\_

3D

EP&Cs

5E



# LEARNING LANDSCAPES MOU SAMPLE

## FEATHER RIVER



## LAND TRUST

P. O. BOX 1826  
QUINCY, CA 95971  
TEL: 530.283.5758  
FAX: 530.283.5745  
Email: frlt@frlt.org

### Mission Statement

The purpose of the Feather River Land Trust is to conserve, restore, and manage land in the Feather River region in cooperation with willing landowners for the benefit of current and future generations.

### Board of Directors

**Carl Chavez**  
President

**Ken Roby**  
Vice President

**Clare Chrchill**  
Secretary

**Adrienne Stenson**  
Treasurer

**William Keese**

**Thomas Tisch**

**JP Harrison**

**Bob Marshall**

### Staff

**Shelton Douthit**  
Executive Director

**Karen Kleven**  
Development Director

**Vanessa Vazquez**  
People & Land Coordinator

**Susan Payne**  
Operations Director

**Ellie Hinrichs**  
Membership Coordinator

**Gabe Miller**  
Stewardship Director

**Nils Lunder**  
Stewardship

**Vincent Rogers**  
Stewardship

**Greg Willard**  
Stewardship

## *Protecting the Places that Make the Feather River Country Special*

**RE: Memorandum of Understanding between the Plumas Unified School District, Feather River Land Trust and Landowner X for Access and Educational Use of the XXXX Property in Quincy, CA**

Date, 2018

The organizations and individuals signing this MOU agree that the portion of property east of Highway 70 and further defined between the south bank of Mill Creek and the the south property line of AP# 11633200900, currently owned by Landowner X ("X," or "Licensor"), located at XXXaddress East Main Street, Quincy, CA 95971, may be used by the Feather River Land Trust ("FRLT") and the Plumas Unified School District ("PUSD") for educational purposes through the Learning Landscapes program (See attached Map). This MOU shall be valid for five (5) years, with the option to renew this agreement each year thereafter based on mutual agreement between the above-mentioned parties to this MOU.

Specifically:

- Landowner X will allow access to FRLT, the PUSD, their staff, students, and volunteers ("Licensees") for the purpose of public education year-round during normal school day hours.
- Licensees will abide by the rules and regulations governing the use and management of this property as defined in the document titled "Property Use Guidelines," attached hereto, and may not alter the property without the consent of the property owners.
- Licensees must sign Waiver approved by FRLT that provides Landowner X and FRLT with liability waiver that releases them from any and all claims for injury, property damage, or trespass upon the lands of others, for any and all damages that may occur to Landowner persons and property, for any and all damages that may occur to Licensees' persons or property, or the persons and properties of others, as the result of, directly or indirectly, the activities of the Licensees while being upon the lands of the Licensor in connection with this MOU.
- The PUSD will issue a certificate of insurance in the amount of \$1 Million from the PUSD to the Landowner naming them as additionally insured parties for as long as this MOU is valid and in place.

We, the undersigned, agree to this MOU.

**Feather River Land Trust: Shelton Douthit, Executive Director**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Landowner: (Name)**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Plumas Unified School District: PUSD Superintendent of Schools**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## Property Use Guidelines

**Landowner:** Quincy Community Services District

**Property Name:** Boyles Ravine

**Access:** The approved access point for Boyles Ravine lies at the south end of Coburn Street on the west (right) side. Note the pathway and wooden sign.

**Dates of Use:** Property may be used year-round by school-aged children on approved PUSD or FRLT field activities. These include but are not limited to school, afterschool, summer school, and school club outings.

**Times of Use:** Between the hours of sunrise to sunset

**Supervision:** Any student accessing the property should be accompanied by an adult employee of the PUSD or FRLT. The recommended student to adult ratio is 8-1. All parent or community volunteers supporting approved activities will receive a copy of these guidelines.

**Stewardship:** Please be sure that students know that they are on private property and that they have special permission to enter and use it for study, exploration, and discovery. They are also responsible for taking care of the forest and creek and even making it better.

**Rules & Regulations for conduct and behavior:** (Review with students before entering property)

1. Treat Boyles Ravine with respect at all times

*Private Property*

- a. Boyles Ravine is private property. Enter only with appropriate supervision
- b. Do not enter any gated or closed areas of the property without being accompanied by a QCSD employee
- c. Do not touch or tamper with any of the equipment owned by the landowner
- d. Do not throw sticks or rocks at any human-made resources on the property
- e. Do not remove any human-made materials that might be associated with the operations of the landowner
- f. Absolutely no camping or fires at any time

*Nature*

- g. Do not purposefully/ knowingly destroy or harm any plant or animal life or their habitats (Natural resources should be explored and studied on site but not removed. At the teachers discretion resources may be "checked out" but should be later returned after full enjoyment and learning has been exhausted)
- h. Practice the Principles of Leave no Trace "leave only footprints" or leave property better than we found it

2. Treat each other with respect in all you say and do while on the property
  - a. Follow and listen to any adult teacher or volunteer who is supervising the outing.
  - b. Do not participate in any risky or dangerous behavior that could result in injury to you or anyone else.



# QCSD BOYLE RAVINE CERTIFICATE OF INSURANCE

Flanigan-Leavitt Ins. Agency, Inc  
400 West Main Street  
Quincy, CA 95971

Quincy Community Services District  
900 Spanish Creek  
Quincy CA 95971

flanigan@leavitt.com

## MAIL DOCUMENT

Certificate of Insurance Delivery by **ecertsonline™**

Sender: Valerie Flanigan

Phone: 530-283-1112

Subject: Cert No. 44011934 - Certificate of Coverage:  
Plumas Unified School District - Quincy  
Community Services District

Date: 9/4/2018

No. of Pages: 4

URL: attn: Valerie Flanigan / email: valerie-

This document was created by eCertsONLINE.


The attached document(s) contain certification of insurance coverage for the insured named in the subject above. Your company is listed as the organization requesting receipt of these documents.

If this document is sent via e-mail, you must click on the attached PDF document. The document is in a pdf format, and you must have Adobe Acrobat Reader installed on your system. To download the Adobe Reader for free, visit [www.Adobe.com](http://www.Adobe.com).

If you have any questions regarding the content of this message, you should contact the Producer/ Agency listed on the attached/linked documents.

THIS MESSAGE IS INTENDED FOR THE USE OF THE INDIVIDUAL OR ENTITY TO WHICH IT IS ADDRESSED AND MAY CONTAIN INFORMATION THAT IS PRIVILEGED, CONFIDENTIAL AND EXEMPT FROM DISCLOSURE UNDER APPLICABLE LAW. IF THE READER OF THE MESSAGE IS NOT THE INTENDED RECIPIENT, OR THE EMPLOYEE OR AGENT RESPONSIBLE FOR DELIVERING THE MESSAGE TO THE INTENDED RECIPIENT, YOU ARE HEREBY NOTIFIED THAT ANY DISSEMINATION, DISTRIBUTION OR COPYING OF THIS COMMUNICATION IS STRICTLY PROHIBITED. IF YOU HAVE RECEIVED THIS COMMUNICATION IN ERROR, PLEASE NOTIFY US IMMEDIATELY BY TELEPHONE, AND RETURN THE ORIGINAL MESSAGE TO US AT THE ABOVE ADDRESS VIA REGULAR POSTAL SERVICE.

# QCSD BOYLE RAVINE CERTIFICATE OF INSURANCE

Northern California Schools Insurance Group Northern California ReLiEF				<b>CERTIFICATE OF COVERAGE</b>		Issue Date <b>9/4/2018</b>	
<b>ADMINISTRATOR:</b> License # 0E05639 Flanigan-Leavitt Ins. Agency, Inc. (Plumas Cty) P.O. Box 3556 Quincy, CA 95971  530-283-1112 attn: Valerie Flanigan / email: valerie-flanigan@leavitt.com				THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE COVERAGE DOCUMENTS BELOW.			
<b>COVERED PARTY:</b> Plumas Unified School District Northern California Schools Insurance Group 1446 East Main Street Quincy CA 95971				<b>ENTITIES AFFORDING COVERAGE:</b>  ENTITY A: Northern California Schools Insurance Group ENTITY B: Northern California ReLiEF  ENTITY C: ENTITY D: ENTITY E:			
THIS IS TO CERTIFY THAT THE COVERAGES LISTED BELOW HAVE BEEN ISSUED TO THE COVERED PARTY NAMED ABOVE FOR THE PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED HEREIN IS SUBJECT TO ALL THE TERMS AND CONDITIONS OF SUCH COVERAGE DOCUMENTS.							
ENT LTR	TYPE OF COVERAGE	COVERAGE DOCUMENTS	EFFECTIVE/ EXPIRATION DATE	MEMBER RETAINED LIMIT / DEDUCTIBLE	LIMITS		
A/B	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCURRENCE <input checked="" type="checkbox"/> GOVERNMENT CODES <input checked="" type="checkbox"/> ERRORS & OMISSIONS	NCR 00600-27	7/1/2018 7/1/2019	\$ 1,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 1,000,000		
A/B	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> HIRED AUTO <input checked="" type="checkbox"/> NON-OWNED AUTO <input checked="" type="checkbox"/> GARAGE LIABILITY <input checked="" type="checkbox"/> AUTO PHYSICAL DAMAGE	NCR 00600-27	7/1/2018 7/1/2019	\$ 1,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 1,000,000		
A/B	<b>PROPERTY</b> <input checked="" type="checkbox"/> ALL RISK <input checked="" type="checkbox"/> EXCLUDES EARTHQUAKE & FLOOD <input type="checkbox"/> BUILDER'S RISK	NCR 00600-27	7/1/2018 7/1/2019	\$ 1,000	\$ 250,000,000 EACH OCCURRENCE		
A/B	<b>STUDENT PROFESSIONAL LIABILITY</b>	NCR 00600-27	7/1/2018 7/1/2019	\$ 1,000	\$ Included EACH OCCURRENCE		
	<b>WORKERS COMPENSATION</b> [ ] EMPLOYERS' LIABILITY			\$	[ ] WC STATUTORY LIMITS [ ] OTHER \$ E.L. EACH ACCIDENT		
	<b>EXCESS WORKERS COMPENSATION</b> [ ] EMPLOYERS' LIABILITY			\$	\$ E.L. DISEASE - EACH EMPLOYEE \$ E.L. DISEASE - POLICY LIMITS		
A/B	<b>OTHER</b> Auto Physical Damage Comprehensive & Collision	NCR 00600-27	7/1/2018 7/1/2019	\$ 250	Included		
<b>DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/RESTRICTIONS/SPECIAL PROVISIONS:</b> The Certificate Holder is shown as an Additional Covered Party for liability only - directly arising out of the students use of the premises owned by Quincy Community Services District known as Boyle Creek Ravine on the District approved, scheduled and supervised Learning Landscapes field trips throughout the policy period. No coverage is included for parent/booster/auxiliary clubs of the covered member.  Entity A: Member Retained Limit of \$150,000							
<b>CERTIFICATE HOLDER:</b> Learning Landscapes  Quincy Community Services District 900 Spanish Creek Quincy CA 95971				<b>CANCELLATION.....</b> SHOULD ANY OF THE ABOVE DESCRIBED COVERAGES BE CANCELED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING ENTITY/JPA WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE ENTITY/JPA, ITS AGENTS OR REPRESENTATIVES.  <div style="text-align: center;">   <b>Brett Faulknor</b>          AUTHORIZED REPRESENTATIVE       </div>			

# QCSD BOYLE RAVINE CERTIFICATE OF INSURANCE

## DISCLAIMER

The Certificate of Coverage on the reverse side of this form does not constitute a contract between the issuing entity(ies), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the coverage documents listed thereon

44011934

# QCSD BOYLE RAVINE CERTIFICATE OF INSURANCE

ISSUE DATE: 9/4/2018  
A.C.#           

## ENDORSEMENT

### ADDITIONAL COVERED PARTY

COVERED MEMBER	COVERAGE DOCUMENT	SERVICING AGENT
Plumas Unified School District Northern California Schools Insurance Group  DISTRICT: 1446 East Main Street Quincy CA 95971	NCR 00600-27	

Subject to all its terms, conditions, exclusions and endorsements, such additional covered party as is afforded by the coverage document shall also apply to the following entity but only as respects to liability arising directly from the actions and activities of the covered party described under "as respects" below.

Additional Covered Party: Quincy Community Services District  
900 Spanish Creek  
Quincy CA 95971

As Respects: The Certificate Holder is shown as an Additional Covered Party for liability only - directly arising out of the students use of the premises owned by Quincy Community Services District known as Boyle Creek Ravine on the District approved, scheduled and supervised Learning Landscapes field trips throughout the policy period. No coverage is included for parent/booster/auxiliary clubs of the covered member. Entity A: Member Retained Limit of \$150,000

**Coverage is excluded for any and all liability resulting from and/or caused by the additional covered party's defective design, manufacture, installation, delivery or return or any other cause not due to the sole negligence of the covered party.**



\_\_\_\_\_  
Authorized Representative

# TEACHER EVALUATION SUMMARY TOOL

## Loyalton Learning Landscapes Teacher Survey-2017

### Introduction

Dear Loyalton Educator,

Thank you for taking the time to fill out this survey as part of the evaluation for Plumas/Sierra County Environmental Education (EE) Programs. Your feedback is critical for helping us to understand the impacts of our EE programs so that we can continue to improve our service to you and inform our funders of our progress. Your answers will remain anonymous. The survey will take approximately 20 minutes to complete.

The survey is divided into 4 parts.

- 1) Educator background
- 2) Questions specific to Learning Landscapes
- 3) Educator confidence
- 4) Open response

## Loyalton Learning Landscapes Teacher Survey-2017

### Part 1: Educator Background

\* 1. Please enter your birth month and date using 4 digits. Example, September 5 would be 0905, and December 17 would be 1217.

2. What subjects do you teach? (select all that apply)

- ☐ Self-contained classroom (multiple subjects)
- ☐ Science specialist or prep teacher in elementary schools
- ☐ Biology
- ☐ Ag Science
- ☐ Chemistry
- ☐ Other (please specify)



# TEACHER EVALUATION SUMMARY TOOL

3. What grades did you teach during the 2016-2017 school year? (select all that apply)

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ High School
- ☐ Other (please specify)

## Loyalton Learning Landscapes Teacher Survey-2017

4. During the 2016-2017 school year, approximately how many times did you visit your Learning Landscapes site?

5. During the 2016-2017 school year, approximately how many times did you use the Outdoor Classroom seating area?

6. During the 2016-2017 school year, approximately how many times did you use the Learning Landscapes kit (field guides and binoculars)?

7. In the space below, please briefly describe the lessons or activities that you conducted at your Learning Landscape site:

# TEACHER EVALUATION SUMMARY TOOL

8. Please rank the top three most important elements of Learning Landscapes Teacher support (1= most important)

1	2	3	4	5	6	7	8	9	10	Mentoring from the Learning Landscapes Coordinator
1	2	3	4	5	6	7	8	9	10	Field Kits
1	2	3	4	5	6	7	8	9	10	Seating Areas
1	2	3	4	5	6	7	8	9	10	Signage
1	2	3	4	5	6	7	8	9	10	Curricular materials
1	2	3	4	5	6	7	8	9	10	Trails
1	2	3	4	5	6	7	8	9	10	Support from associated volunteers/agency professionals

9. What type of student work have you collected to assess student learning in the Learning Landscape? (please check all that apply)

- ☐ I have not assessed student learning related to the Learning Landscape
- ☐ student journal/ notebook
- ☐ portfolio
- ☐ final project/ presentation
- ☐ quiz/ test
- ☐ paper/ essay
- ☐ Other (please specify)

Loyalton Learning Landscapes Teacher Survey-2017

Part 3: Educator Confidence Survey

Please rate your confidence (very low, low, average, high, very high) in your own ability for the following:

10. Use the outdoors to teach concepts

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# TEACHER EVALUATION SUMMARY TOOL

11. Connect Learning Landscapes activities to your class curriculum

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Incorporate stewardship projects into your curriculum

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Incorporate inquiry and investigation into environmental stewardship

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Facilitate student involvement in selecting and carrying out stewardship projects

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Use local resources in planning and carrying out field activities

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Help students select a stewardship project that benefits both the natural and human community

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Evaluate the effectiveness of a stewardship project

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Empower students to engage in action that benefits the environment

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Teach general environmental conservation methods for the Sierra Valley streams and grasslands.

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# TEACHER EVALUATION SUMMARY TOOL

20. Teach the link between cause, effect, and actions to reduce environmental impacts

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Teach about vocational/job opportunities related to Learning Landscapes

Very Low	Low	Average	High	Very High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Loyalton Learning Landscapes Teacher Survey-2017

### Part 4: Open Response

22. In what way(s), if any, has your teaching been impacted by participating in the Learning Landscapes Program?

23. In what way(s), if any, have your students been impacted by participating in the Learning Landscapes Program?

24. What is your understanding of the role that Land Trusts play in the Learning Landscape program?

25. Do you have any other comments, questions, or concerns about the Learning Landscapes Program?

Thank you for taking the time to participate in this survey.





# 2018-2019 LEARNING LANDSCAPES PROGRAM EVALUATION REPORT

FEATHER RIVER



LAND TRUST



Plumas County Office of Education  
rwade@pcoe.k12.ca.us  
(530)283-6500 X 5257

Coordinator: Professional development  
and student programs are coordinated  
by Rob Wade, Science and Outdoor  
Education Coordinator for the Plumas  
Unified School District.

Program evaluation Lead:  
Anne Stephens, Ph.D.  
w/ Eduardo Gomez  
California State University Chico  
akstephens@csuchico.edu

Vanessa Vasquez, People and Land  
Program Coordinator,  
wasquez@frlt.org, 530-283-5758



"Kids are capable of taking great action to take care of what they love.  
Knowledge plus action equals power." LL Coordinator Rob Wade.



# The Feather River Land Trust's Learning Landscapes Program

*Nurturing a Child's Relationship to Land and Learning*



Learning Landscapes (LL) is the Feather River Land Trust's (FRLT) conservation and education program designed to enhance children's contact with the natural world through place-based, hands-on learning experiences. The Trust works with landholders to conserve riparian, meadow, and forestlands within a 10-minute walk of every school in the Upper Feather River Watershed, and also supports teachers to independently use these LL sites effectively with students through professional development programs offered by the Plumas Unified School District.

**Vision:** provide all students in the Upper Feather River watershed the opportunity to engage in quality outdoor education and hands on stewardship of their local environment.

Learning Landscapes is active in 6 communities in the region, 4 in Plumas County, Loyalton in Sierra County, and Westwood in Lassen County. The program serves 13 schools and works with 14 landowners on 16 properties adjacent to schools.

Established in 2004, Learning Landscapes has served over 4670 K-12 students throughout Plumas County. In 2015 the program expanded to serve an additional 355 students in Loyalton (Sierra-Plumas Joint Unified) with the establishment of Smithneck Creek Meadow, a conservation easement held by FRLT.





# 2018-2019 LEARNING LANDSCAPES PROGRAM EVALUATION REPORT



## What's New in 2019

During 2018-2019 school year, two new partnerships were formed to better support teachers in incorporating stewardship and restoration projects. Point Blue/STRAW (Students and Teachers Restoring A Watershed) developed teacher training and stewardship projects. STRAW is a collaborative network of students and teachers leading their communities to restore their local ecosystems. The Winter Wildlands Alliance's Snow School partnership provided much-needed curriculum for teachers to use during the winter months, and resulted in greater year-round usage of the outdoor classrooms.

*Sharing Learning Landscapes with a wider audience...*

## Improvements and Activities at Learning Landscapes Site

### **Learning Landscapes formed two new partnerships**

- Point Blue's STRAW (Students and Teachers Restoring a Watershed) Program
- Winter Wildlands Alliance SnowSchool
- LL Coordinator Rob Wade led full-day workshop at the 2018 Land Trust Alliance Rally in Philadelphia about the Learning Landscapes Program
- CSUC Professor Anne Stephens presented her findings from 3. Years of LL evaluation at the North American Association for Environmental Education (NAAEE) Conference in Spokane Washington.

### **Kids Creek Forest at C. Roy Carmichael Elementary in Portola:**

- Building of Lightning Tree Loop with SBTS
- Dedication ("Tredication") of Lightning Tree Loop and Kids Creek Forest as a USFS Children's Forest with Plumas National Forest - June 6th

### **Portola High School Outdoor Classroom**

- Restoration of seating completed

### **Quincy Elementary**

- New Outdoor Classroom at Pioneer Elementary School
- New Trail at the Mill Creek Learning Landscape
- Two new LL landowner agreements (MOU) to support Pioneer campus

### **Quincy High School**

- Leonhardt Ranch Fencing Project
- Greenhouse Construction

### **Chester Elementary School**

- STRAW (Day November 6th & 7th)
- Piloting of Scientist / Steward mentorship program
- Outdoor Classroom constructed at Olsen Barn LL
- Outdoor Classroom at Olsen Barn Learning Landscape Dedication - May 24th
- Olsen Barn Bio-Blitz - May 24th

### **Westwood Schools**

- STRAW Day - November 1
- Gateway Property Pilot

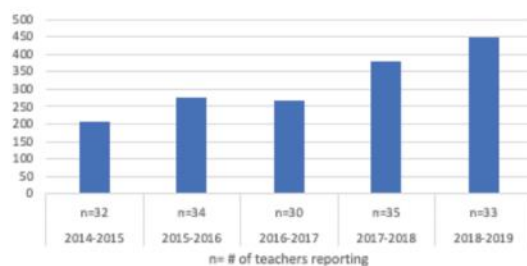
# 2018-2019 LEARNING LANDSCAPES PROGRAM EVALUATION REPORT



## Evaluation

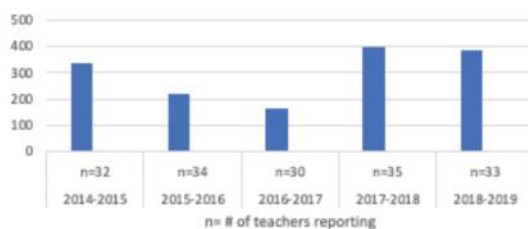
Internal evaluation of the LL program and its outcomes was undertaken in 2013, and in 2015 an evaluation team from CSU Chico joined the effort. One of the primary goals of the evaluation is to describe the current level of implementation of the LL Program and determine participating teachers' changes in confidence in using science and environmental education strategies presented through the LL program.

# of Visits to LL Site between 2014-2019



Evaluation History: Participation in the survey of the Learning Landscapes Program has increased over the past five years. Year one focused on teacher interviews and feedback to develop student evaluation questions. In year two the survey was administered by classroom teachers in a written format. An online format was piloted in year three, and for the past two years the surveys have been taken online with support from the evaluation team. This has resulted in much higher response rates.

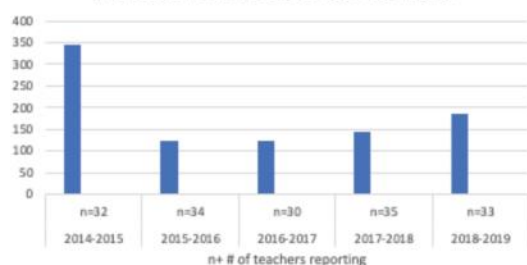
# of Uses of the LL Seating Area between 2014-2019



\*Teachers noted that 2016-2017 had heavy snow and flooding which curtailed the number of days that classes could use their Learning Landscape

\*The 2014-2015 survey was in a different format (hard copy vs. online), and the numbers represent the average number of reported visits multiplied by the number of teachers reporting. In addition, after this first year we only surveyed science and multiple subject teachers, rather than ALL teachers at the school site. This explains the larger numbers during this year.

# of Uses of the LL Kit between 2014-2019



Learning Landscapes supports teachers with places but also with training and resources. A core resource is the Learning Landscapes Field Kit, provided to every school in the region. Each kit contains a class set (30) of binoculars, field guides and hand lenses. Teacher use of the kits has steadily grown during the past few years and is a valued resource for nature exploration, observation and inquiry.



# 2018-2019 LEARNING LANDSCAPES PROGRAM EVALUATION REPORT

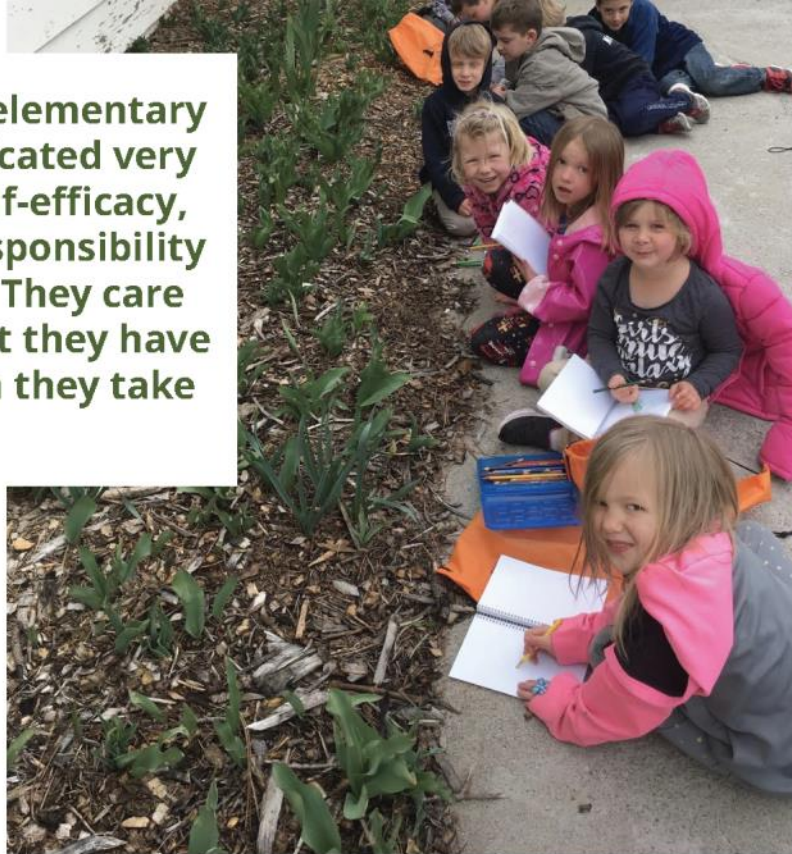
**80% of three hundred elementary students surveyed indicated very high environmental self-efficacy, or a strong sense of responsibility for their environment. They care for nature and feel that they have a positive impact when they take action.**

## Use of Learning Landscapes Resources:

Teachers ranked the Learning Landscapes trails, support from mentors, and curricular materials as the top three most important elements of the LL program. In 2019, veteran teachers reported having greater confidence in using the LL sites on their own instead of relying on the support of the EE coordinator, indicating the success of professional learning events.

Teachers value the instruction provided by naturalist/ artist John Muir Laws as part of the Learning Landscapes Program, with most reporting that they feel very confident in the use of nature journals, especially as a tool for assessing student learning.

Another important goal of program evaluation is to gauge student's attitudes toward science, connection to nature, and the impact of the program on improving student's environmental self-efficacy. Student environmental self-efficacy is a measure of their confidence and ability to take action for the environment.



Students who are involved in stewardship projects with local science mentors show significantly higher feelings of environmental self-efficacy.

### Elementary Student Impacts:

300 4th-6th graders took the year-end survey. 80.11% indicated very strong environmental self-efficacy, feeling high degrees of responsibility for caring for their environment, and that they feel good about caring for nature and that they are having an impact.

### Use of the Learning Landscapes Sites by Community:

**Chester:** Visitation rates have remained consistent for the past two years, with Chester Meadows receiving the greatest number of visits. (90)

**Greenville:** Wolf Creek and Greenville Cemetery Forest LL sites have very similar visitation rates. (28)

**Quincy:** Mill Creek was the most highly visited LL site in Quincy. (195)

**Portola:** Kids Creek Forest had its highest visitation this year for CRC Elementary School. Portola High School science staff turnover resulted in a decline of LL visits. Coordinator is working with new staff to better integrate LL into instructional plans. (64)



# 2018-2019 LEARNING LANDSCAPES PROGRAM EVALUATION REPORT



## Teacher Quotes:

"I really think it takes all year to build the appreciation and understanding and caring of the local environment, not just one field experience."

— 6th grade Teacher, Chester Elementary

"We are bringing up a generation of students that will enjoy, care about and protect our outdoors."

— 4th/5th Grade Teacher, Chester Elementary

Plumas and Loyalton Teachers used their Learning Landscape over 475 times during the 2018-2019 school year.

## Secondary Student Quotes:

"Learning Landscapes taught me more about the ecosystem that I live in."

— 9th Grade student, Quincy Jr/Sr High School

"This program has had a great impact on my attitude towards and understanding of the local environment. I think it had such a great impact because it took place in our "backyard" and we really learned about what was going on around us."

— 9th Grade student, Quincy Jr/Sr High School

"Learning Landscapes helps me understand a lot more about our environment and how I can help my community."

— 7th Grade student, Quincy Jr/Sr High School

"Learning Landscapes made me realize that I am glad I live in the mountains!"

— 8th Grade student, Portola Jr/Sr High School

"Learning Landscapes made science more interesting for me."

— 9th Grader, Portola Jr/Sr High School



# 2018-2019 LEARNING LANDSCAPES PROGRAM EVALUATION REPORT



## Science Mentors Matter!

Teachers in schools where community science mentors are actively involved in classrooms on a regular basis have statistically significant higher confidence levels in their ability to plan and carry out stewardship projects with their students, and their students indicate significantly higher "connection to nature" scores than do students at other schools in the district.

## Teacher Quotes:

"I really think it takes all year to build the appreciation and understanding and caring of the local environment, not just one field experience."

— 6th grade Teacher, Chester Elementary

"We are bringing up a generation of students that will enjoy, care about and protect our outdoors."

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— 9th Grader, Portola Jr/Sr High School



# 2018-2019 LEARNING LANDSCAPES PROGRAM EVALUATION REPORT



The following partners support the Learning Landscapes Program through funding, mentorship, curriculum, and by directly working with students and their teachers:

Plumas Corporation  
Feather River Trout Unlimited  
Plumas Master Gardeners  
Plumas National Forest & Lassen National Forests  
Point Blue Conservation Science  
Winter Wildlands Alliance  
Plumas Audubon  
Collins Pine  
Pacific Gas & Electric  
Greenville Cemetery District  
Plumas Unified School District  
Westwood Unified School District  
Sierra-Plumas Joint Unified School District  
American Valley Community Services District  
Feather River College



# Learning Landscapes Theory of Change

**If...**

We conserve and improve campuses and adjacent land within a 10 minute walk from schools, and train teachers to independently use these spaces

~

**Then...**

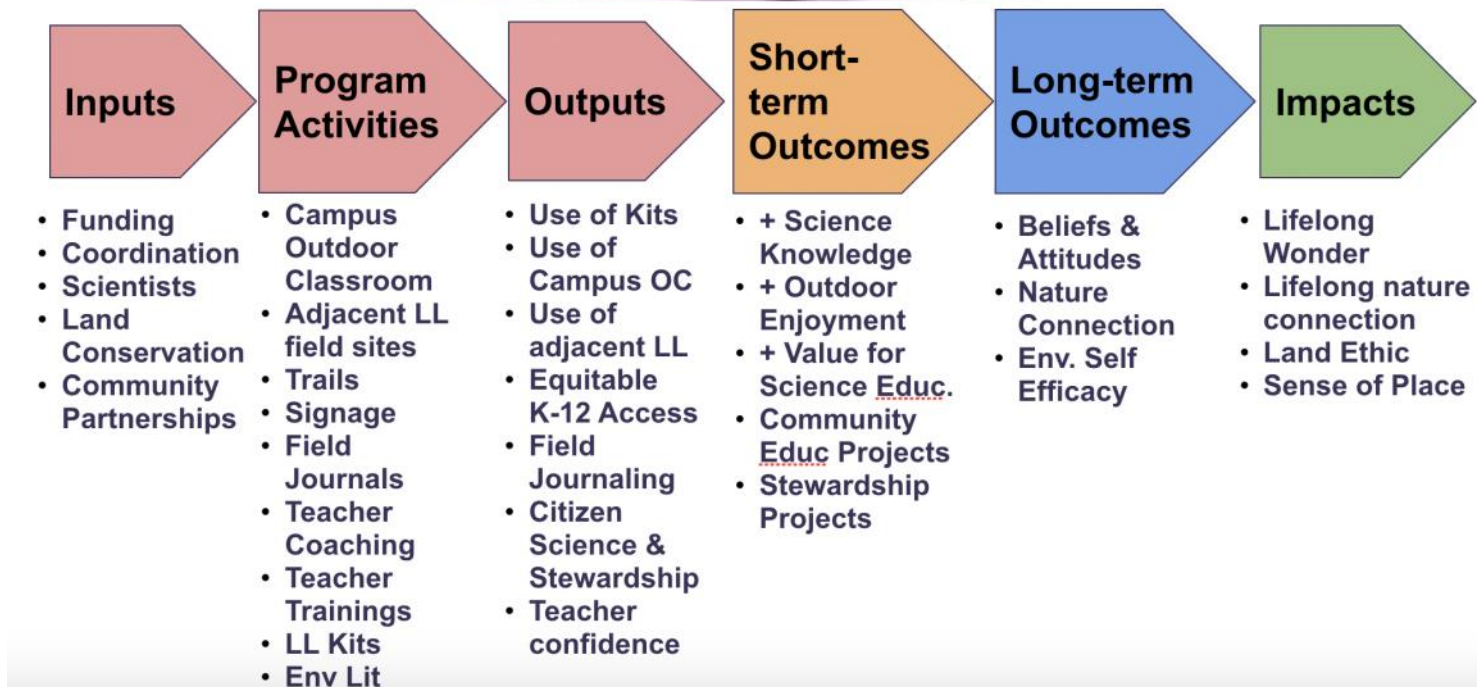
It will increase the frequency and quality of core outdoor instruction among all K-12 teachers due to proximity

**And then...**

it will create 13 years of student experience that will positively impact their attitudes and behavior related to science education, sense of place, environmental stewardship and environmental self efficacy.



## Learning Landscapes - Logic Model





## Learning Landscapes Work Plan: 2019

### Work Plan Summary:

The goal of this work plan is to create a list, brief description, and timeline for all Learning Landscapes projects in the 2019 calendar year. The LL Program Coordinator will use this document to plan with FRLT staff, primarily the People and Land Program Coordinator, to implement the identified projects and activities. This document will provide projected and scheduled dates of program work and projects and will identify key parties involved. Stewardship and Land Protection projects will be reviewed by FRLT's Stewardship Committee and Land Protection Committee along with FRLT management staff such as the Stewardship Director and the Land Protection Director/Executive Director.

### LL Infrastructure

Site	Description	Location(s)	Timing	Parties
Leonhardt Ranch	1. Mowing	CE entry, seating, trail, FT Barn	<u>Ongoing</u> 5/1, 5/15, 8/15	FRLT Stewardship
	2. Biannual Review of Infrastructure	All Gates, Signage, Trail, Interpretive Signage, Seating Area	<u>Ongoing</u> March 1, August 1	LL Coordinator, FRLT Stewardship
	3. Barn Fence	North and West lines	By February 15	QHS, FRLT Stewardship, Polzak,
	4. Abby's Barn Sign	Stonehenge Signs	By February 28	LL Coordinator
	5. Barn Gate Post Repair		By February 1	QHS, LL Coordinator, FRLT Stew
	6. Leonhardt Ranch Sign		By February 1	QHS, LL Coordinator.
	1. Abby's Barn site and Small Scale Ag planning	Barn	By June 1	FRLT Stew, QHS

# LEARNING LANDSCAPES WORKPLAN 2019

Olsen Barn	1. Mowing 2. Interpretive signs (support role for OB Land Manager) 3. Outdoor Classroom Seating Dedication	Trail, Seating TTBD Barn - NW	<u>Ongoing</u> 5/1, 5/15, 8/15 By May 1	FRLT Stewardship FRLT Staff, CHS students, Local artists LL, CES, CHS, FRLT Staff
Chadwick	1. Mowing & Access Work 2. Biannual Review of Infrastructure 3. Interpretive Signage	Seating Homestead, Zone 1 Meadow, Path to and from Homestead All (Trail, N Gate, E Gate, Fencing, Internal Gates, Bridge, Corral, Seating, Shed) 2 panels design, fabricate and install	<u>Ongoing</u> 5/1, 5/15, 8/15 <u>Ongoing</u> March 1 & August 1 October 30	FRLT Stewardship LL Coordinator, FRLT Stewardship NSP, LL Coordinator, PAL Coordinator
PHS	Outdoor Classroom Seating Repair	See LL Map	March 1	LL & N Polzack
Kids Creek	Upper Trail Install “High Loop”	See Map	By June 1	LL, PNF, SBTJS, PCTA, PUSD
Campus	Annual Review of Seating, Signage, Access	LES, CRC, PHS, QES, PIO, QHS, IVES, GHS, CES, CHS, WHS	<u>Ongoing</u> June 30	LL Coordinator
Off Campus/Non-FRLT	Annual Review of signage, access, and trails	Wildcat Creek, Kids Creek Forest, Boyle's Ravine, Q Hill, Wolf Creek, Greenville Cemetery Forest, Collins Pine Trail, Chester Meadows, Walker Woods	<u>Ongoing</u> June 30	LL Coordinator
All	Annual trail work on all LL trails	All LL Trails - PHS Manzanita Trail, Kids Creek Trails, Boyles Ravine, Mill Creek, Q, Leonhardt, G Cemetery, Collins,	<u>Ongoing</u> “Trail Tuesday” - every LL trail Spring & Fall	LL, PAL Coordinator, SBTJS & Schools

## LL stewardship

Site	Description	Location(s)	Timing	Parties
FRLT Fee- Title properties	LL Coordinator to plan and coordinate with FRLT Stewardship staff for any LL Stewardship/ restoration projects	Leonhardt and Abby's Barn Olsen Barn Gateway Sierra Valley Preserve	Ongoing Fall - September, October, November, Spring - March, April, May	LL, FRLT Stewardship, PAL Coordinator
FRLT CE properties	LL Coordinator to plan and coordinate with FRLT Stewardship staff and landowners for any LL Stewardship/restoration projects	Chadwick (Smithneck Creek) Leonhardt CE	Planning: January-March, July-August Implementation: April-June and September-November	
Campus	Student Led with Science Partners	SPJUSD - LES/LHS PUSD - CRC, PHS, QES, PIO, QHS, IVES, GHS, CES, CHS, WUSD - FWES/WHS	Ongoing Planning - August Monitoring - Nov-May Projects TBD - by May 30	LL, PUSD, WUSD, SPJUSD,
Off Campus Non-FRLT	Fall Model Projects - pre determined by landowner/partner Spring Student Led -with Science Partners	SPJUSD - Smithneck Creek?? PUSD - Wildcat Creek, Kids Creek Forest, Boyle's Ravine, Q Hill, Wolf Creek, Greenville Cemetery Forest, Collins Pine Trail, Chester Meadows, WUSD - Walker Woods	Ongoing August Planning Monitoring Ongoing Final Projects TBD - by May 30	LL, Teachers & Students, STRAW, Various, FRLT staff for MOU properties
Non-LL Site Demo Project	STRAW Sierra Stewardship Collaborative	Westwood - Walker/Beatty Chester - Collins, USFS Rest of Region - TBD	Ongoing Fall Projects - TBD Chester & Westwood	Point Blue, STRAW, LL Coordinator, Teachers, Students

## LL Land Protection



Type	Description	Location	Timing	Parties
LL Easements	Easement Monitoring	1. Smithneck Creek - Loyalton (Chadwick) 2. Leonhardt Ranch - Quincy (Leonhardt) 3. Chester Meadows - Chester (PG&E)	<u>Ongoing</u>  See Easements	FRLT Stewardship Staff, Landowner
LL MOUs	No termination date -  <b>Vulnerable sites listed in bold - priority numbering 1-3</b> for consideration of more secure conservation tool	Portola - Tierra del Los Venados (PUSD), Kids Creek Forest (USFS), Quincy - 1 <b>Boyle's Ravine (AVQSD)</b> , Q Hill (PUSD), Greenville - 2 <b>Wolf Creek (Private)</b> , 1 <b>Greenville Cemetery Forest (IVQSD)</b> Chester - 3 <b>Collins Pine Trail (Collins)</b> Westwood - 3 <b>Walker Woods (Beatty)</b>	<u>Ongoing</u>  Annual survey for any changes - June 30th	LL Coordinator, Landowner, FRLT Staff, FRLT Land Protection Comm.
LL MOUs	3-Year Term	Wildcat Creek - Portola Collins Pine Trail - Chester	March 2021 January 2021	LL Coordinator, Landowner
LL MOUs	2-Year Term	Maciel - Quincy/Pioneer	December 2020	LL Coordinator, Landowner
LL New	New Site	TBD	Annual Review	LL Coordinator, FRLT Land Protection Comm.

## Teacher/School Support

Type	Description	Location	Timing	Parties
Teacher Professional Learning	JML 7-12 Grade Visits	K-12 Teacher LHS, PHS, QHS, GHS, CHS	August October/November	JML, LL Coordinator, USFS,

# LEARNING LANDSCAPES WORKPLAN 2019

Teacher Resources	LL Kits Annual Review • Binoculars (30) • Laws Field Guides (30) • Hand Lenses (30)	LES, LHS, PHS, CRC, QES, QHS, IVES, GHS, CES, CHS, WHS	<u>Ongoing</u> By June 30	LL Coordinator
Teacher Professional Learning	Seasonal Staff Meeting & Support to each site	LES, CRC, QES, IVES, CES, FWES LHS, CHS, GHS, QHS, PHS, LHS (7-12 meetings through quarterly vertical team meetings)	<u>Ongoing</u> 1 x Fall 1 x Spring	LL Coordinator
Teacher Professional Learning	New Teacher Orientation	All	<u>Ongoing</u> August	LL Coordinator, PAL Coordinator
Teacher Professional Learning	Coaching/ Mentoring	1. One session with each teacher annually 2. As requested by teacher	<u>Ongoing</u> January/ February TBD	LL Coordinator
Teacher Resources	Instructional - Outdoor Core & Related	Sierra Nevada Phenomena Tables Every Grade - 36 Weeks / 3 seasons	By March 30	LL Coordinator, FR Scientists
Teacher Resources	Field Journaling (JML)	Curriculum, Journals, colored pencils provided annually for all students	<u>Ongoing</u>	LL Coordinator, USFS
Teacher Handbook	A guide to Learning Landscapes and resource to Teach from the Land	All schools	<u>Draft by June 1</u>	LL Coordinator, PAL Coordinator

## Learning Landscapes Public Events

Type	Description	Location	Timing	Parties
Assembly	Outdoor Core Assembly - New Stickers, K Kanteens	CRC, QHS, IVES, CES Elementary	<u>Ongoing</u> August - September	LL Coordinator, PUSD Staff & Students

Dedication	Infrastructure	1. CRC Trail 2. PHS Outdoor Classroom 3. QES Mill Creek Crossing 4. QHS Abby's Barn 5. Olsen Barn Seating	May 30 March 30 February 28 May 30 April 30	LL Coordinator, FRLT Staff, FRLT Board, School Staff
Restoration	Grade-level Projects designed by students with science partners	All Sites	Ongoing	LL Coordinator, Various scientist/stewardship partners, FRLT Stewardship
Presentation	LTA Seminar, Workshop	Rally 2019 - Raleigh North Carolina	October 2019	LL Coordinator
Presentation	LL Presentation	TBD		LL Coordinator
Workshop	LL Workshop	TBD		LL Coordinator
LL Summit	3-Day LL National Summit	Nakoma Resort & SV Area	Planning begins?? date Winter 2019-2020	LL Coordinator, PAL Coordinator, FRLT Board and staff

## Program Replication, Evaluation & Improvement

Type	Description	Location	Timing	Parties
Scaling	LTA K-12 Community of Practice Lead Consultant	NA	Ongoing Steering Committee Participation	LL Coordinator LTA CC Director Other K-12 Leaders

# LEARNING LANDSCAPES WORKPLAN 2019

Scaling	K-12 Database Development	NA	Due May 1	LL Coordinator Contractor, LTA
Scaling	LTA Webinar	NA	Due March 1	LL Coordinator, LTA
Scaling	LTA Blog	NA	Due April 30	LL Coordinator, LTA
Scaling	Green Schools Article	NA	March 1	LL Coordinator
Evaluation	LL Program Evaluation Instruments - Revision	NA	January - March	LL Coordinator, PAL Coordinator CSU Chico - A Stephens
Evaluation	LL Program Teacher Survey Report 2018	NA	Received by January 4	LL Coordinator CSU Chico - A Stephens
Evaluation	LL Program Teacher Survey Coordination 2019	NA	April - June	LL Coordinator CSU Chico - A Stephens
Evaluation	LL Program Teacher Survey Report 2019	NA	Due August 30	LL Coordinator CSU Chico - A Stephens
Evaluation	LL Program Student Survey Coordination 2019	NA	April - June	LL Coordinator CSU Chico - A Stephens
Evaluation	LL Program Student Survey Report 2019	NA	Due August 30	LL Coordinator CSU Chico - Anne Stephens
Improvement	LL Website	NA	Ongoing	LL Coordinator, Katie Bagby, PAL Coordinator
Improvement & Scaling	Operations Manual	NA	Draft February 1? Completed March 30	LL Coordinator, PAL Coordinator

## Program Administration

Type	Description	Location	Timing	Parties
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# LEARNING LANDSCAPES WORKPLAN 2019

Internal	FRLT Staff Meeting	FRLT	<u>Ongoing</u> Mondays @ 9:30 (Attend as often as possible to enhance communication and coordination)	FRLT, LL Coordinator
Internal	People and Land (PAL) Meeting	FRLT	<u>Ongoing</u> Monthly following FRLT Staff	PAL Coordinator, LL Coordinator, others as needed
Internal	Stewardship and project planning	FRLT	<u>Ongoing</u> See Work Plan Section 2	Stewardship Staff, PAL, Coordinator, LL Coordinator
Internal	Contracting, Billing, Invoicing, Reporting	FRLT	<u>Ongoing</u> 1. Billing, Invoice and reporting at least every other month 2. Contract process initiated at least one month prior to work start	CFO, Business Office, PAL Coordinator, other FRLT staff as needed
Donor	Susan Hopkins Annual Visit	Sierra City	October/November - TBD	Dev. Director, LL Coordinator, others
Donor	Foster Family Charitable Foundation	Stockton, CA	Winter TBD - at request of FFCEB board	Dev. Director, PAL Coordinator, LL Coordinator,
Donor	Communication & Cultivation	TBD	<u>Ongoing</u>	LL Coordinator, Dev Director, PAL Coordinator
Donor	Grant requests?? and reports	TBD	<u>Ongoing</u>	

## Schools Contact Table

School	Grade	District	Principal	Secretary	Address	Phone
Fletcher Walker Elementary	K-5	Westwood Unified	Randy Bobby - Supertdnt <a href="mailto:rbobby@westwoodusd.org">rbobby@westwoodusd.org</a>	Janet Garcia	4th Street & Greenwood Westwood CA 96137	530 256-3295
Westwood Junior/ Senior High	6-12	Westwood Unified	Randy Bobby - Supertdnt <a href="mailto:rbobby@westwoodusd.org">rbobby@westwoodusd.org</a>	Janet Garcia	4th Street & Greenwood Westwood CA 96137	530 256-3235
Chester Elementary	K-6	Plumas Unified	Alan Reeder <a href="mailto:areeder@pcoe.k12.ca.us">areeder@pcoe.k12.ca.us</a>	Nicole Peterson	158 Aspen Street Chester 96020	530 258-3194
Chester Junior/ Senior High	7-12	Plumas Unified	Terry Hernandez <a href="mailto:thernandez@pcoe.k12.ca.us">thernandez@pcoe.k12.ca.us</a>	Jacque Ricci	612 First Street Chester 96020	530 258-2126
Indian Valley Elementary	K-6	Plumas Unified	Traci Cockerill <a href="mailto:tcockerill@pcoe.k12.ca.us">tcockerill@pcoe.k12.ca.us</a>	Jennifer Martin	225 Grand Street Greenville 95947	530 284-7195
Greenville Jr./Senior High	7-12	Plumas Unified	Traci Cockerill <a href="mailto:tcockerill@pcoe.k12.ca.us">tcockerill@pcoe.k12.ca.us</a>	Judi Yocum	117 Grand Street Greenville 95947	530 284-7197
Quincy Pioneer Elementary	K-2	Plumas Unified	Lara Hollister <a href="mailto:lhollister@pcoe.k12.ca.us">lhollister@pcoe.k12.ca.us</a>	Kathy Anrea	175 N. Mill Creek Quincy, 95971	530 283-6550
Quincy Elementary	3-6	Plumas Unified	Lara Hollister <a href="mailto:lhollister@pcoe.k12.ca.us">lhollister@pcoe.k12.ca.us</a>	Kathy Andrea	246 Alder Street Quincy, CA 95971	530 283-6550
Quincy Junior/ Senior High	K-6	Plumas Unified	Lara Hollister <a href="mailto:lhollister@pcoe.k12.ca.us">lhollister@pcoe.k12.ca.us</a>	Jennifer Nesbit	6 Quincy Junction Quincy, 95971	530 283-6510
C Roy Carmichael Elementary	K-6	Plumas Unified	Melissa Leal <a href="mailto:mleal@pcoe.k12.ca.us">mleal@pcoe.k12.ca.us</a>	Christi Maddalena	895 West Street Portola, 96122	530 832-0211
Portola Junior/ Senior High	7-12	Plumas Unified	Sara Sheridan <a href="mailto:ssheridan@pcoe.k12.ca.us">ssheridan@pcoe.k12.ca.us</a>	Laury Riggins	155 6th Avenue Portola, 96122	530 832-4284
Loyalton Elementary	7-12	Sierra Plumas Joint Unified	Andrea White <a href="mailto:awhite@spjUSD.org">awhite@spjUSD.org</a>	Amy Filippini	111 Beckwith Rd. Loyalton, 96118	530 993-4482
Loyalton Junior/ Senior High	K-6	Sierra Plumas Joint Unified	Tom Jones <a href="mailto:tjones@spjUSD.org">tjones@spjUSD.org</a>	Stacey Hood	700 Fourth Street Loyalton, 96118	530 993-4455

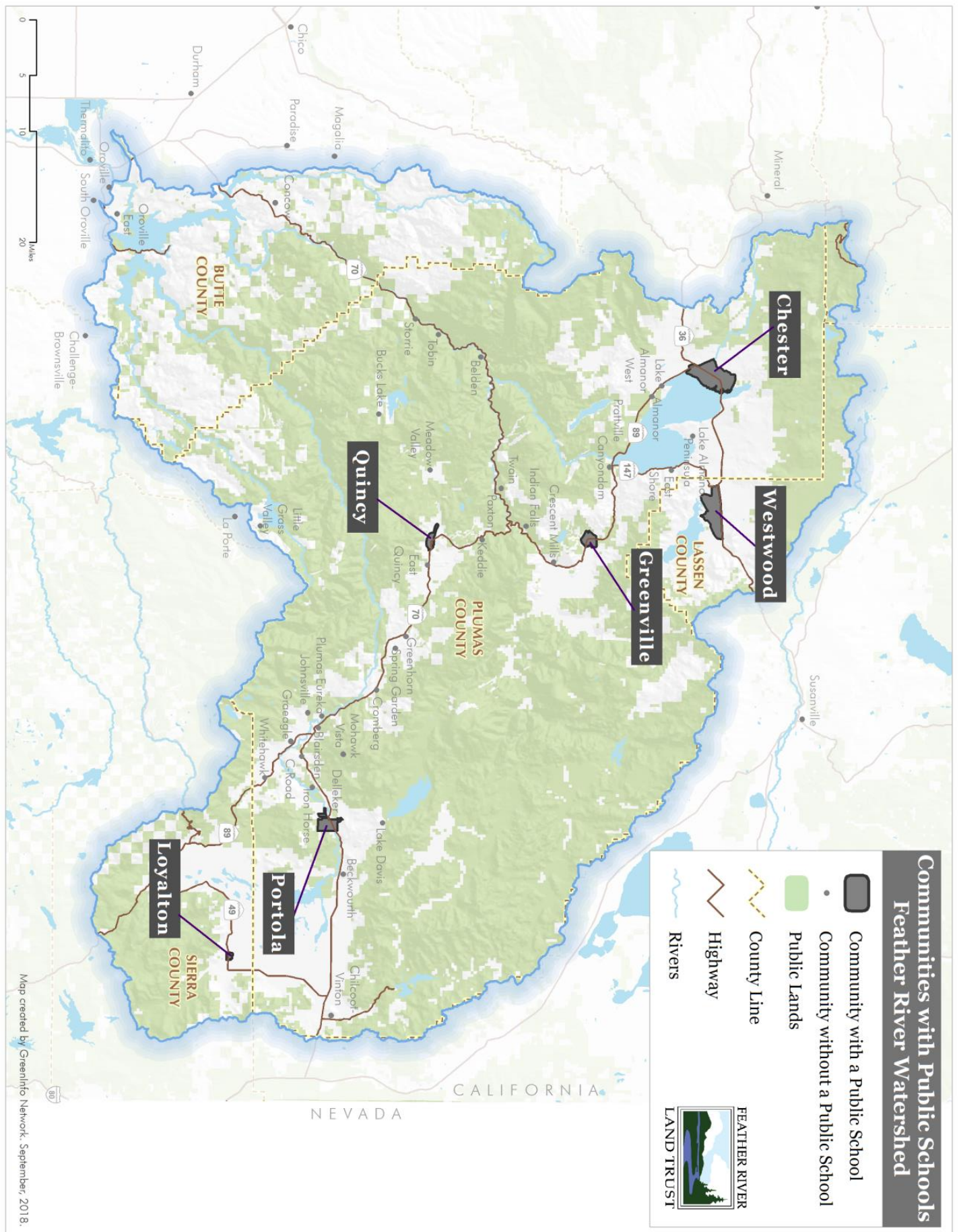
Note that while secretaries and principals generally rule the school roost, an influential lead teacher as well as the custodial and maintenance lead staff are also pivotal relationships to help support efforts at every school.

# PARTNER LIST TABLE

Partner Organization/Agency	Primary Contact	Community	Phone	Email	Address
Collins Pine Company	Bethany Johnson	Chester/Westwood	(530) 258-2111	<a href="mailto:bjohnson@collinsco.com">bjohnson@collinsco.com</a>	Chester CA 96020
Lassen National Forest Almanor Ranger District	Coye Burnett	Chester/Westwood	(530) 258-2141	<a href="mailto:coye_burnett@usda.gov">coye_burnett@usda.gov</a>	900 CA 36 Chester CA 96020
WM Beatty & Associates	Ryan Hilburn	Chester/Westwood	(530) 243-2783	<a href="mailto:ryanh@wmbeatty.com">ryanh@wmbeatty.com</a>	845 Butte Street, Redding CA 96001
Point Blue Conservation Science	Ryan Burnett	Chester/Westwood	(530) 258-6742	<a href="mailto:rburnett@pointblue.org">rburnett@pointblue.org</a>	3258 Cedar Land, Chester CA 96137
Sierra Institute for Community & Environment	Moorea Stout	Chester, Greenville	(530) 284-1022	<a href="mailto:ms Stout@sierrainstitute.us">ms Stout@sierrainstitute.us</a>	4438 Main Street, Taylorville CA 95983
Plumas National Forest Mount Hough Ranger District	Micki Smith	Greenville, Quincy	(530) 283-0555	<a href="mailto:micki.smith@usda.gov">micki.smith@usda.gov</a>	39696 CA 70, Quincy CA 95971
Plumas Corporation	Gia Martynn	Regional	(530) 283-3739	<a href="mailto:gja@plumascorporation.org">gja@plumascorporation.org</a>	47 Trilogy Lane, Quincy, CA 95971
Feather River College Outdoor Recreation Leadership	Rick Stock	Regional	(530) 283-0202	<a href="mailto:rstock@trc.edu">rstock@trc.edu</a>	570 Golden Eagle Ave Quincy CA 95971
Feather River College Environmental Studies	Darla Derulter	Regional	(530) 283-0202	<a href="mailto:dderulter@trc.edu">dderulter@trc.edu</a>	570 Golden Eagle Ave Quincy CA 95971
Plumas County Public Works	Jim Graham	Plumas County	(530) 283-6169	<a href="mailto:jimgraham@countyofplumas.com">jimgraham@countyofplumas.com</a>	1834 East Main St Quincy, CA 95971
Sierra Buttes Trail Stewardship	Mandy Beatty	Regional	(530) 517-8409	<a href="mailto:mandy@sierratrails.org">mandy@sierratrails.org</a>	550 Crescent St Quincy CA 95971
California Department Fish & Wildlife	Amber Mouser	Regional	(530) 520-4753	<a href="mailto:amber.mouser@wildlife.ca.gov">amber.mouser@wildlife.ca.gov</a>	PO Box 1181 Quincy, CA 95971
Maidu Summit Consortium	Alisha Wilson - Interim Coordinator	Regional	(530) 258-2299	<a href="mailto:awilsonb@greenvillierancheria.com">awilsonb@greenvillierancheria.com</a>	289 Main Street #7 Chester CA 96020
UC Cooperative Extension - Plumas Sierra	Ryan Thompkins	Quincy, Regional	(530) 283-6125	<a href="mailto:rthompkins@ucanr.edu">rthompkins@ucanr.edu</a>	208 Fairgrounds Road Quincy, CA 95971
Plumas National Forest Beckwouth Ranger District	Lynae Crawford	Portola	(530) 836-2575	<a href="mailto:lynae.crawford@usda.gov">lynae.crawford@usda.gov</a>	23 Mohawk Hwy Blaisden CA 96129
Sierra Nevada Journeys - Grizzly Creek Ranch	Sean Hill	Portola & Regional	(530) 832-1085	<a href="mailto:sean@sierranevadajourneys.org">sean@sierranevadajourneys.org</a>	5900 Grizzly Rd, Portola CA 96122
Feather River Trout Unlimited	Michelle King	Regional	(530) 249-2996	<a href="mailto:mmkingdhn@gmail.com">mmkingdhn@gmail.com</a>	PO Box 278 Graeagle, CA 96103
Plumas Audubon Society	Faith Stralley	Regional	(530) 283-9307	<a href="mailto:fpsralley@gmail.com">fpsralley@gmail.com</a>	429 Main Street Quincy CA 95871
Sierra Pacific Industries	David Little	Quincy - Regional	(530) 283-2820	<a href="mailto:dlittle@spi-ind.com">dlittle@spi-ind.com</a>	1538 Lee Road, Quincy, CA 95871
Tahoe National Forest	Quentin Youngblood	Loyalton	(530) 994-3401	<a href="mailto:quentin_youngblood@usda.gov">quentin_youngblood@usda.gov</a>	317 S Lincoln St Sierraville CA 96126
Sierra Schools Foundation	Megan Meschery	Loyalton	(530) 414-3655	<a href="mailto:meganmeschery@gmail.com">meganmeschery@gmail.com</a>	PO Box 336 Sierraville CA 96126

\*Note: Countless Individual Businesses and collectively through Rotary provide support to Learning Landscapes

# UPPER FEATHER RIVER—WATERSHED



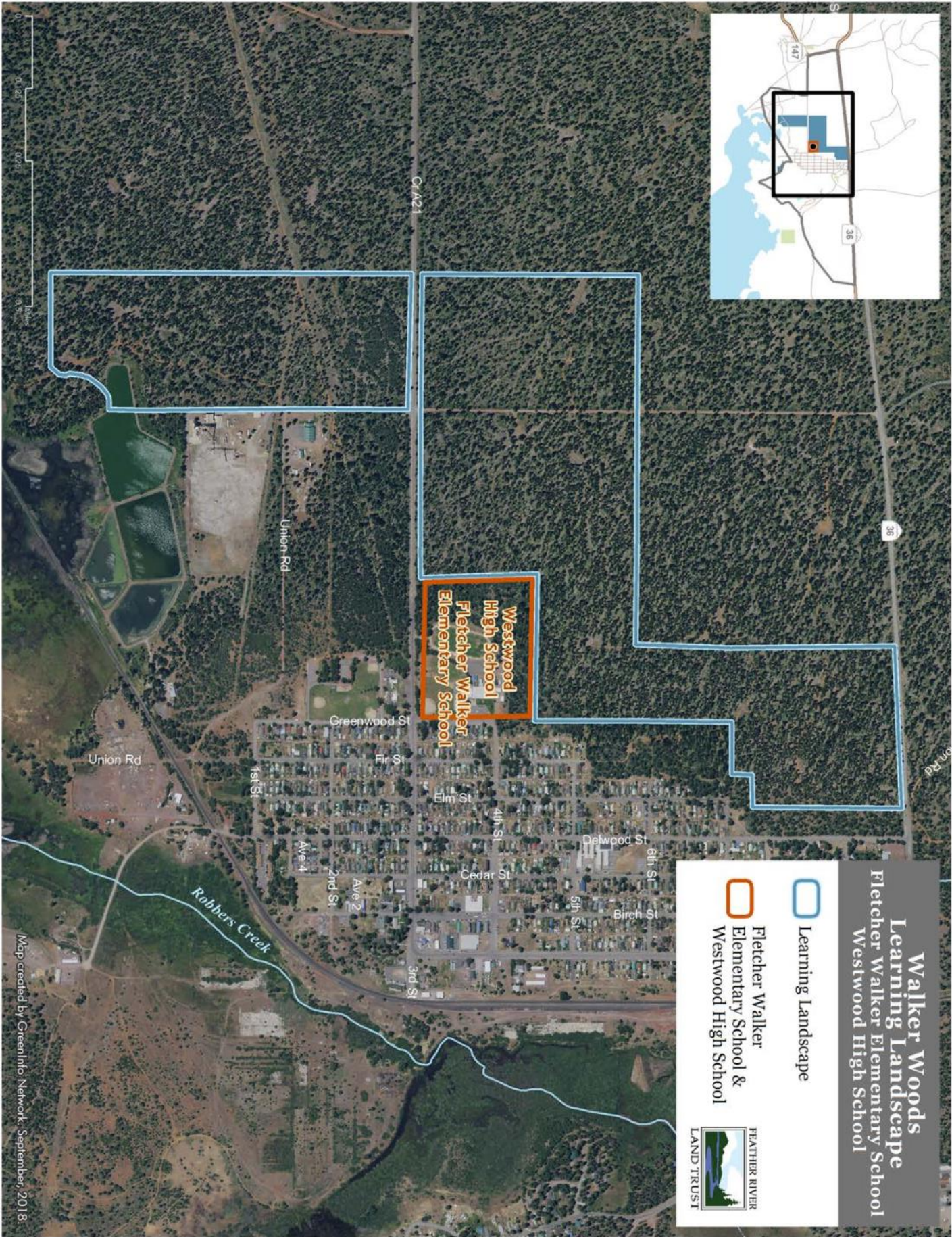


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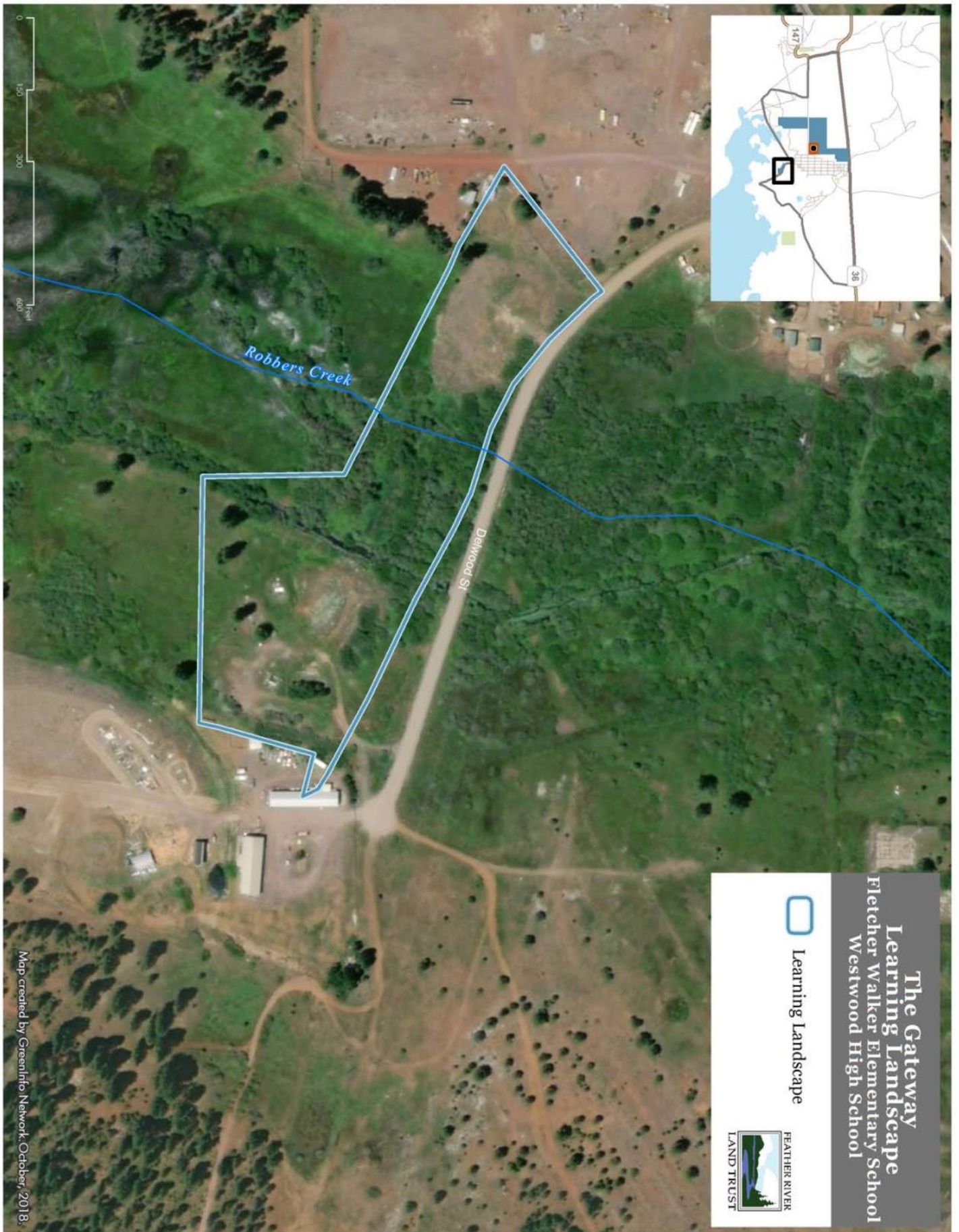


WESTWOOD—LUMBERJACK WOODS

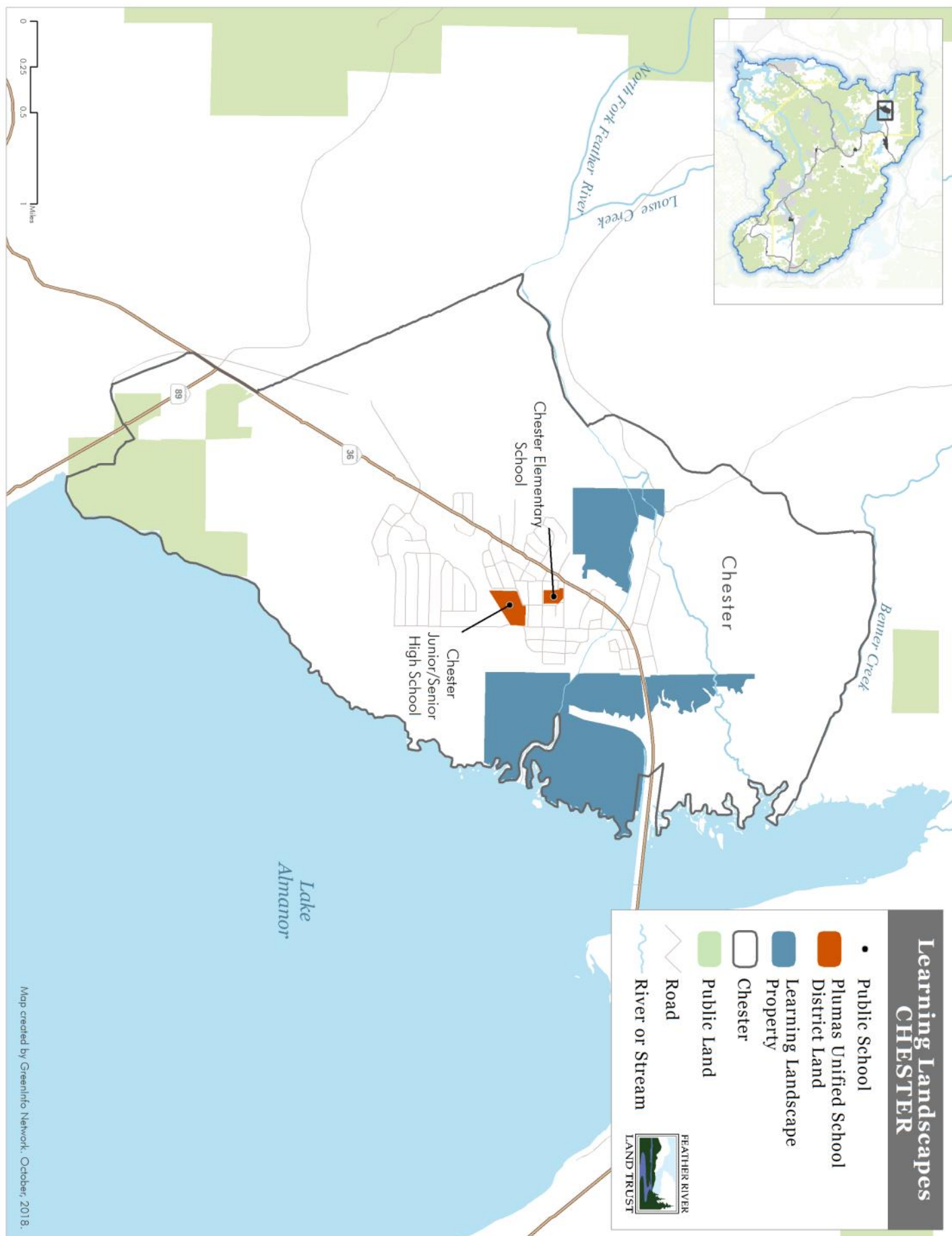




## WESTWOOD—THE GATEWAY



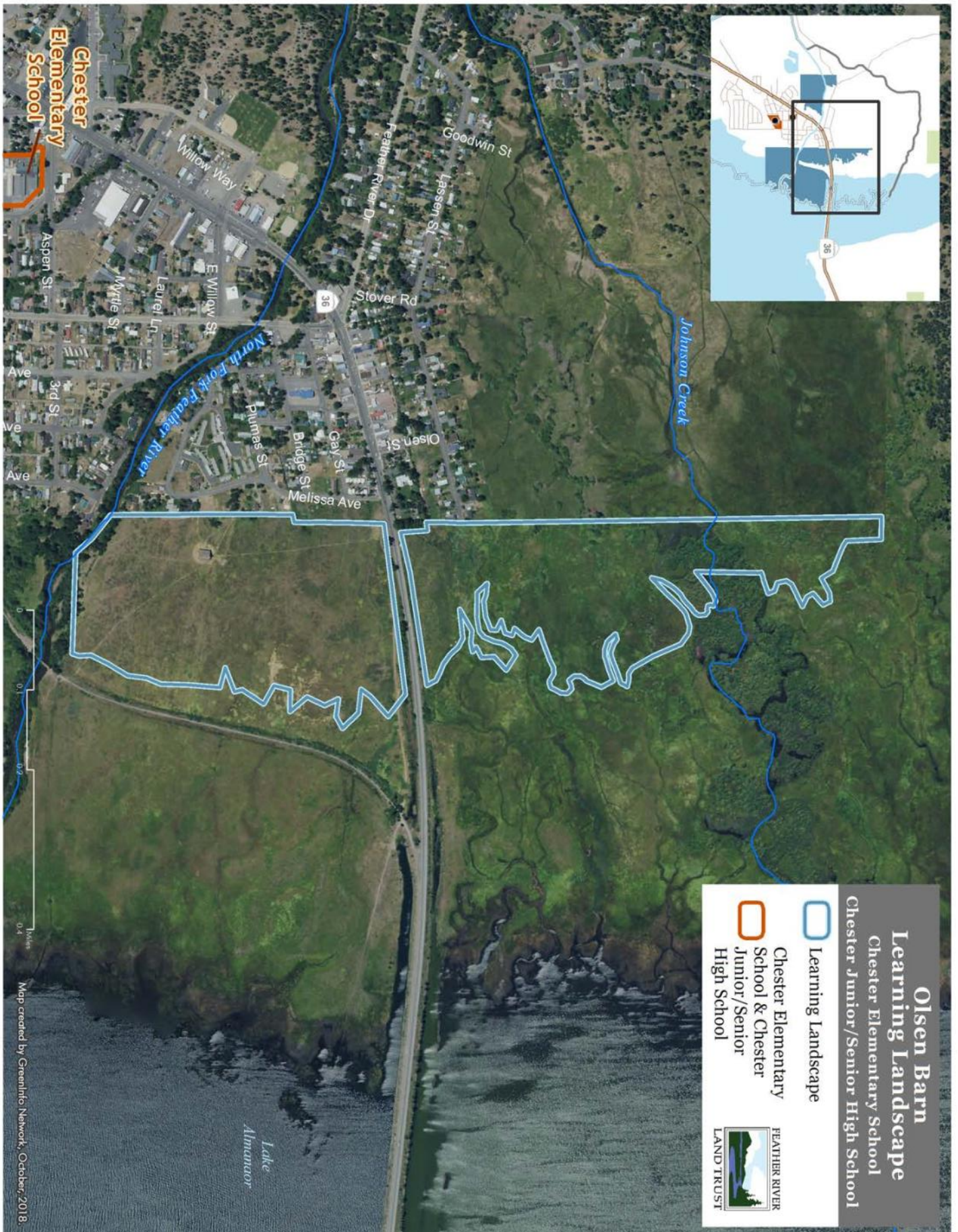
# CHESTER LEARNING LANDSCAPES



Map created by GreenInfo Network, October, 2018.

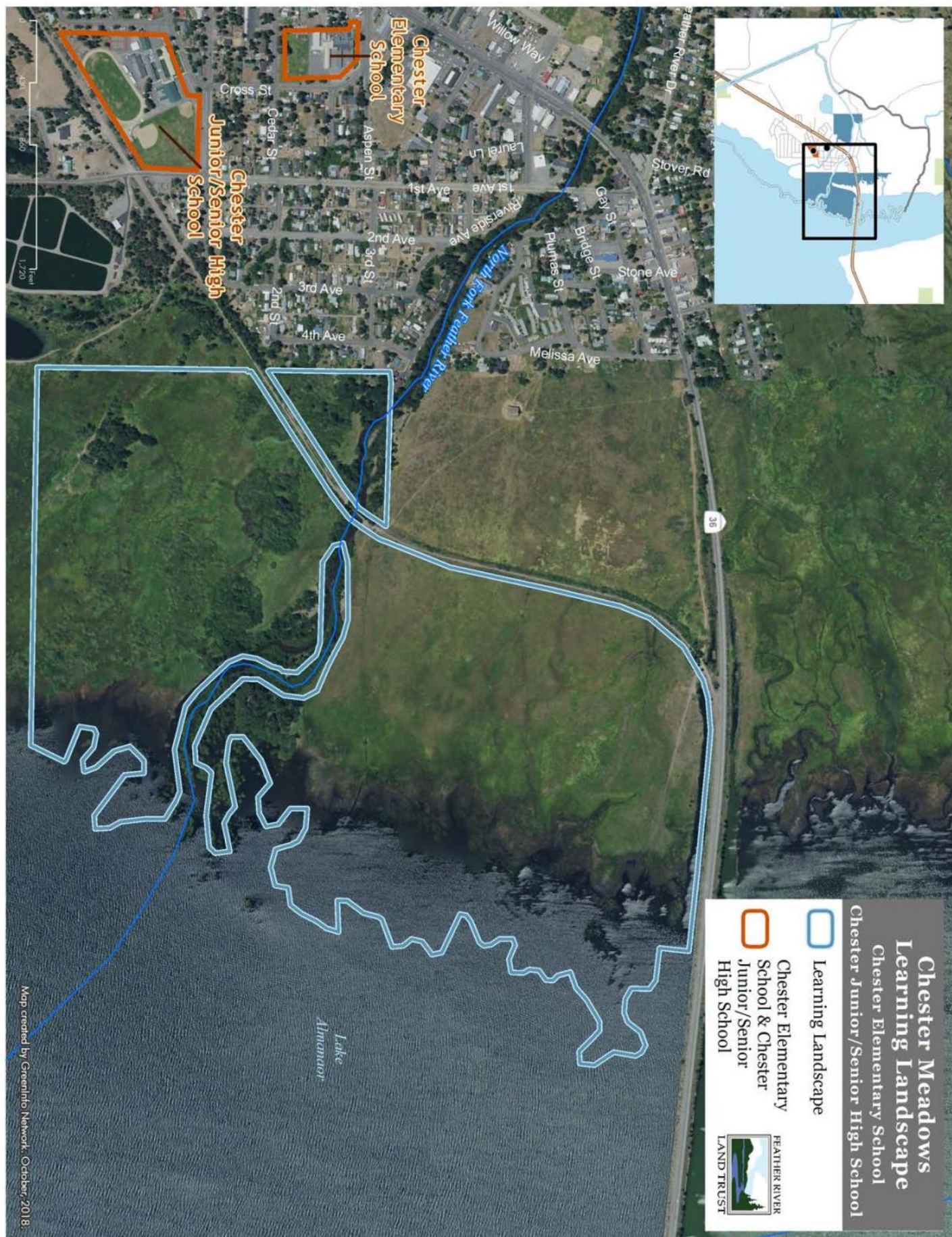


# CHESTER—OLSEN BARN





# CHESTER—CHESTER MEADOWS



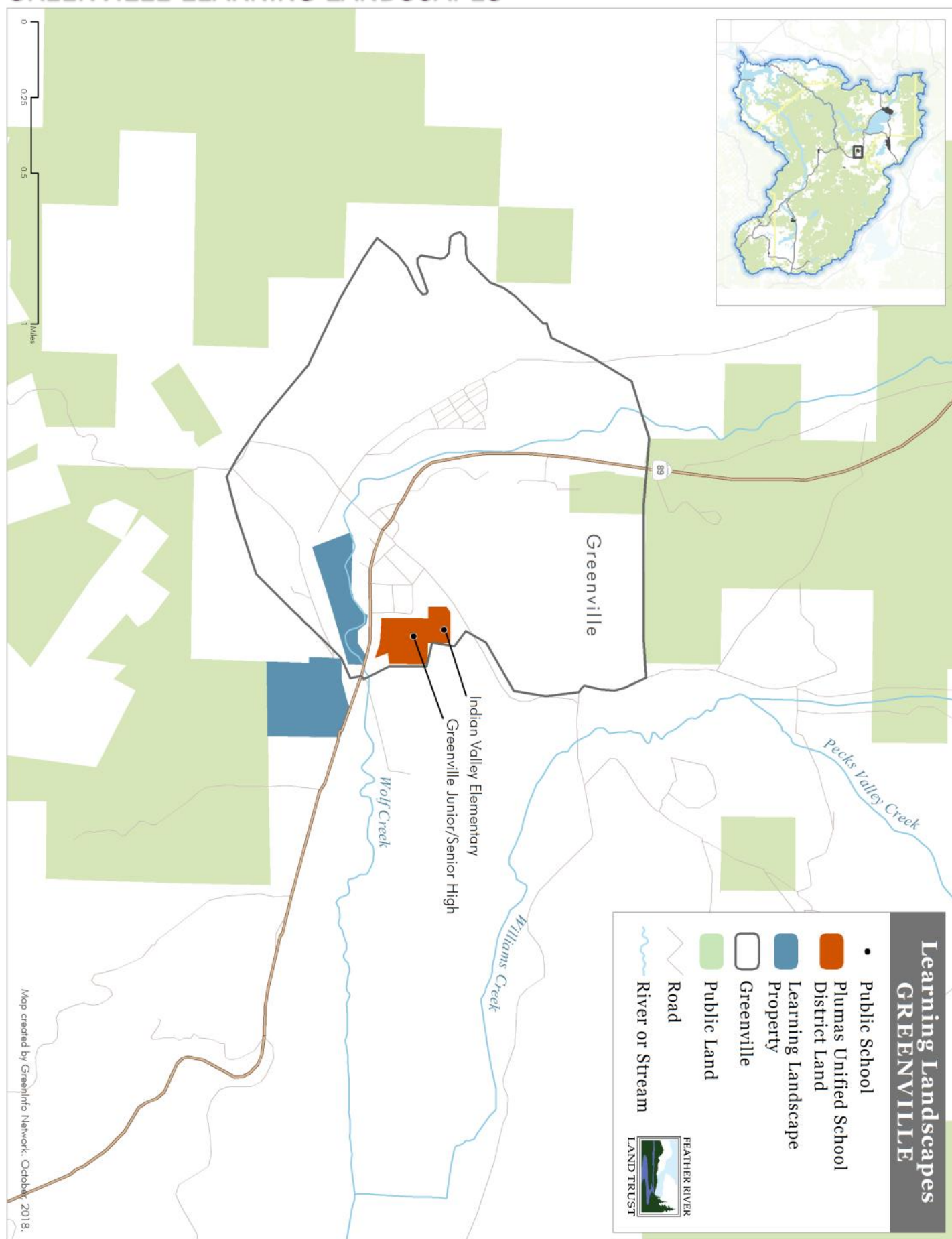


# CHESTER—COLLINS PINE TRAIL





# GREENVILLE LEARNING LANDSCAPES





# GREENVILLE—CEMETERY FOREST



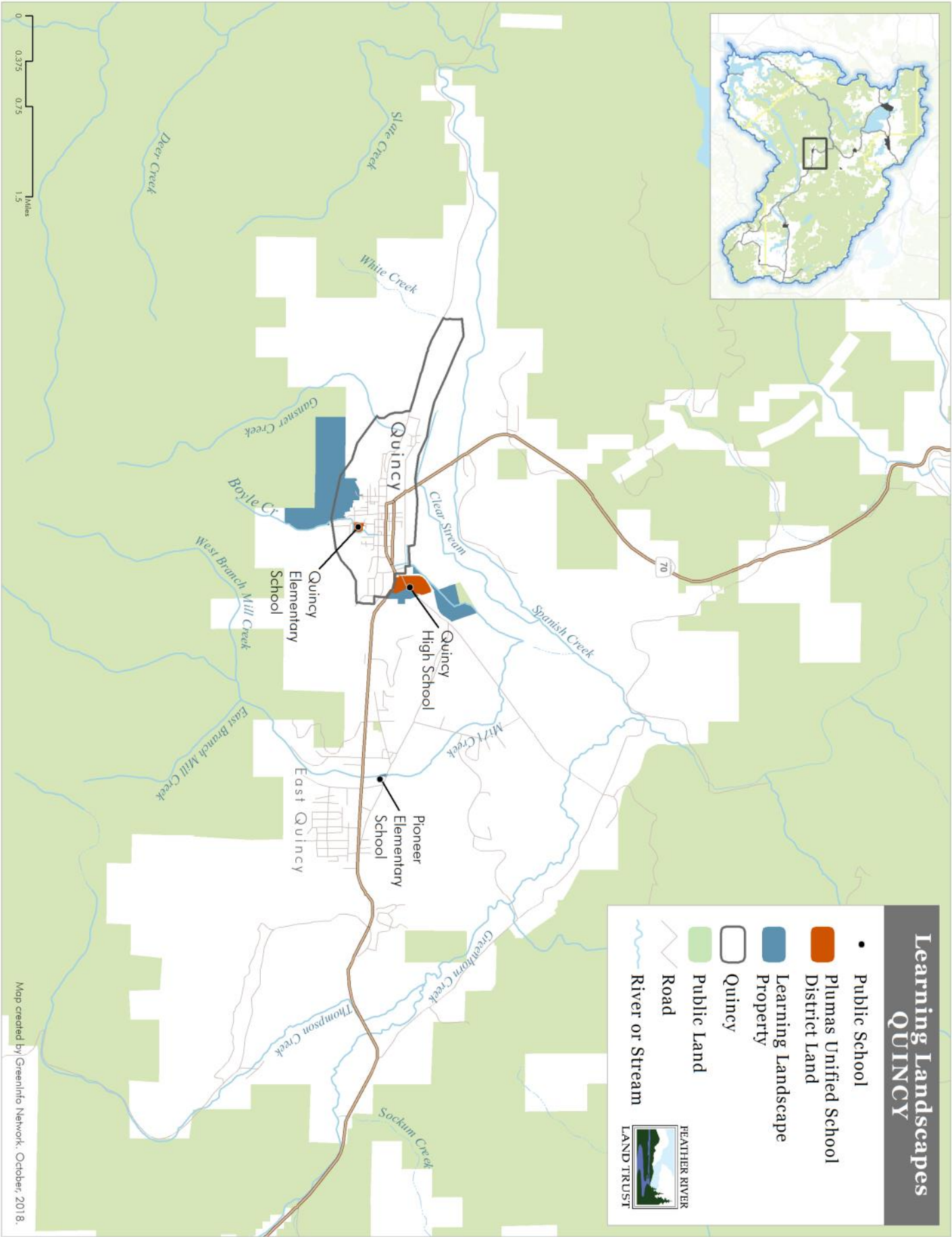


# GREENVILLE—WOLF CREEK





# QUINCY LEARNING LANDSCAPES



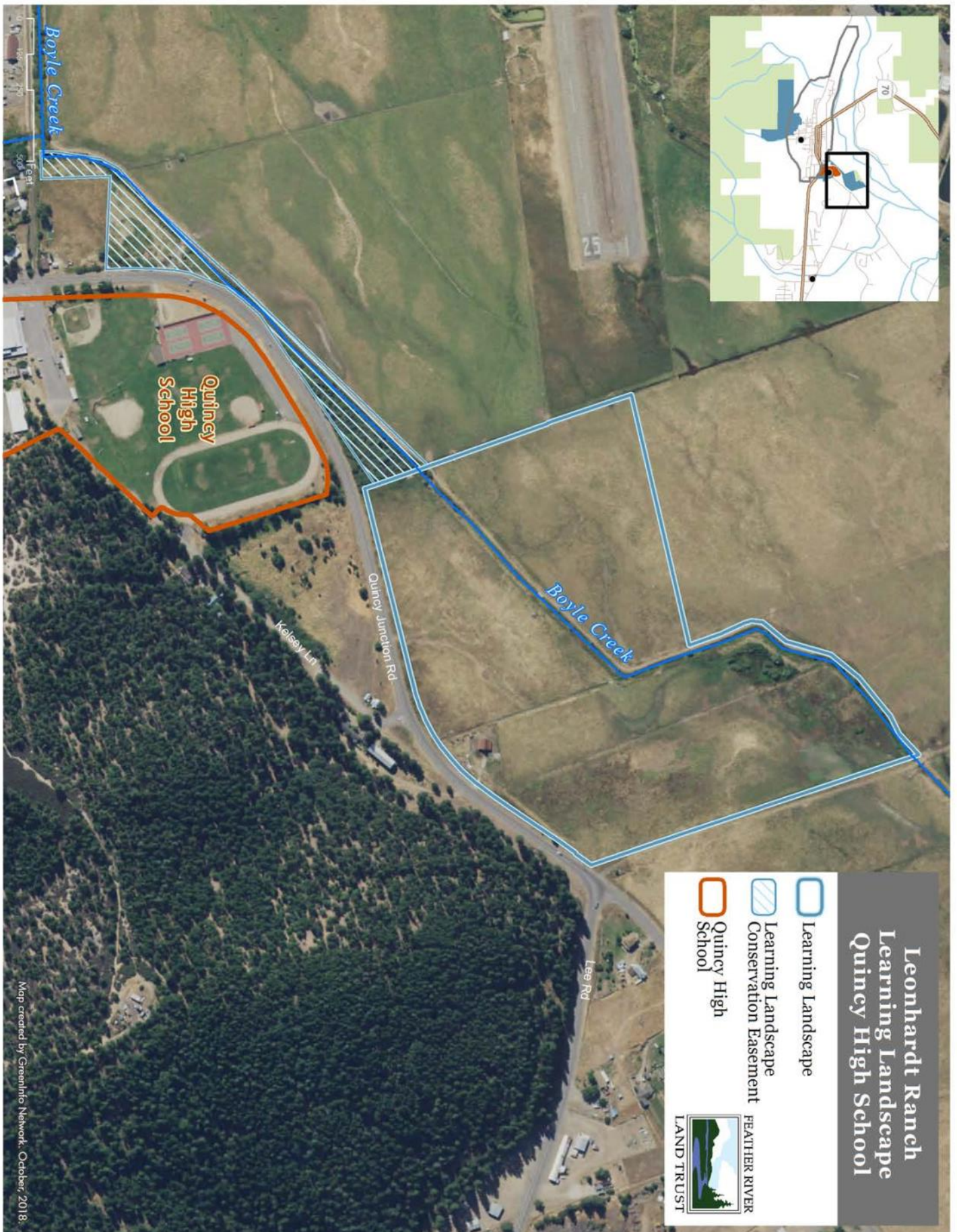


# QUINCY—Q HILL FOREST



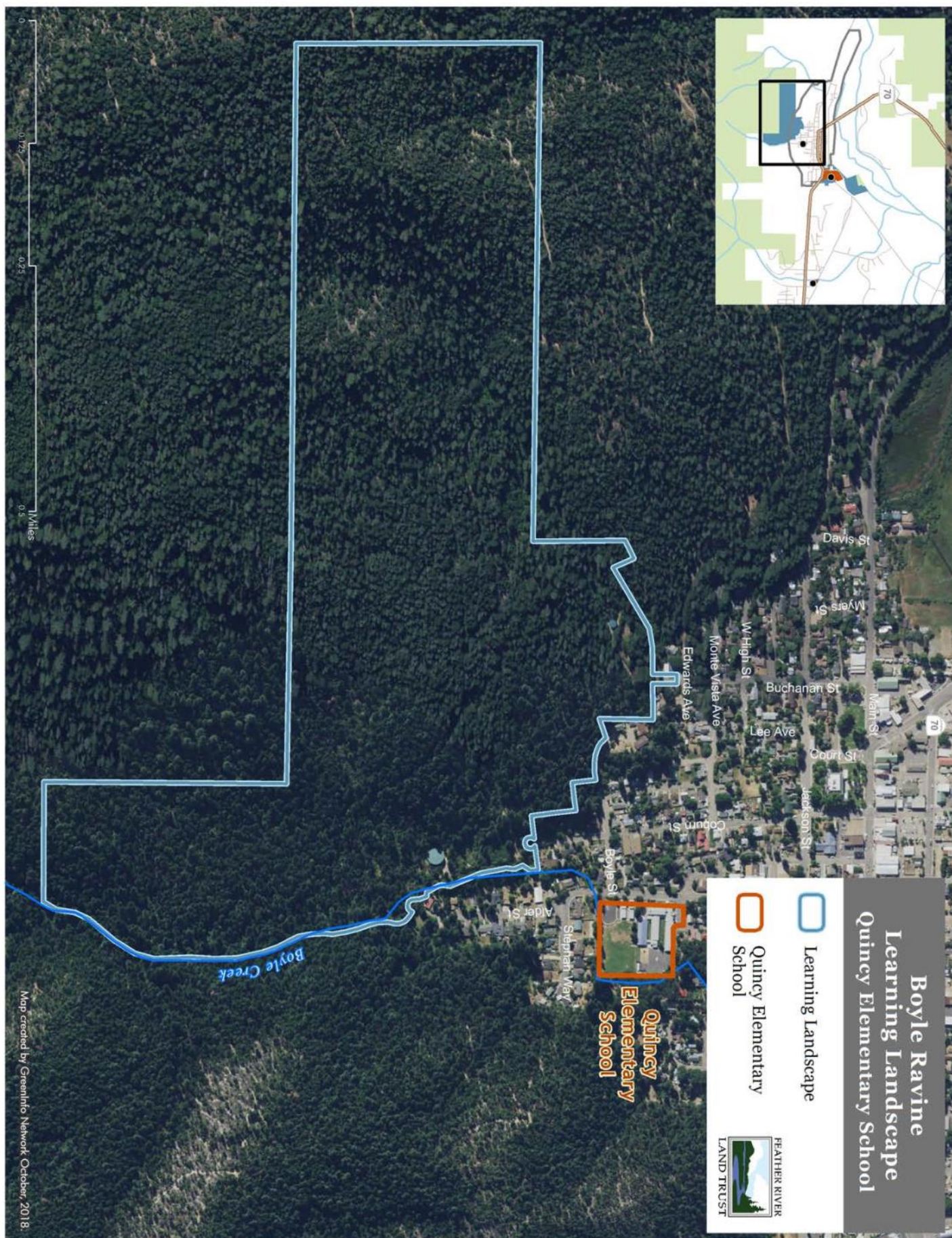


# QUINCY—LEONHARDT RANCH





# QUINCY—BOYLE RAVINE



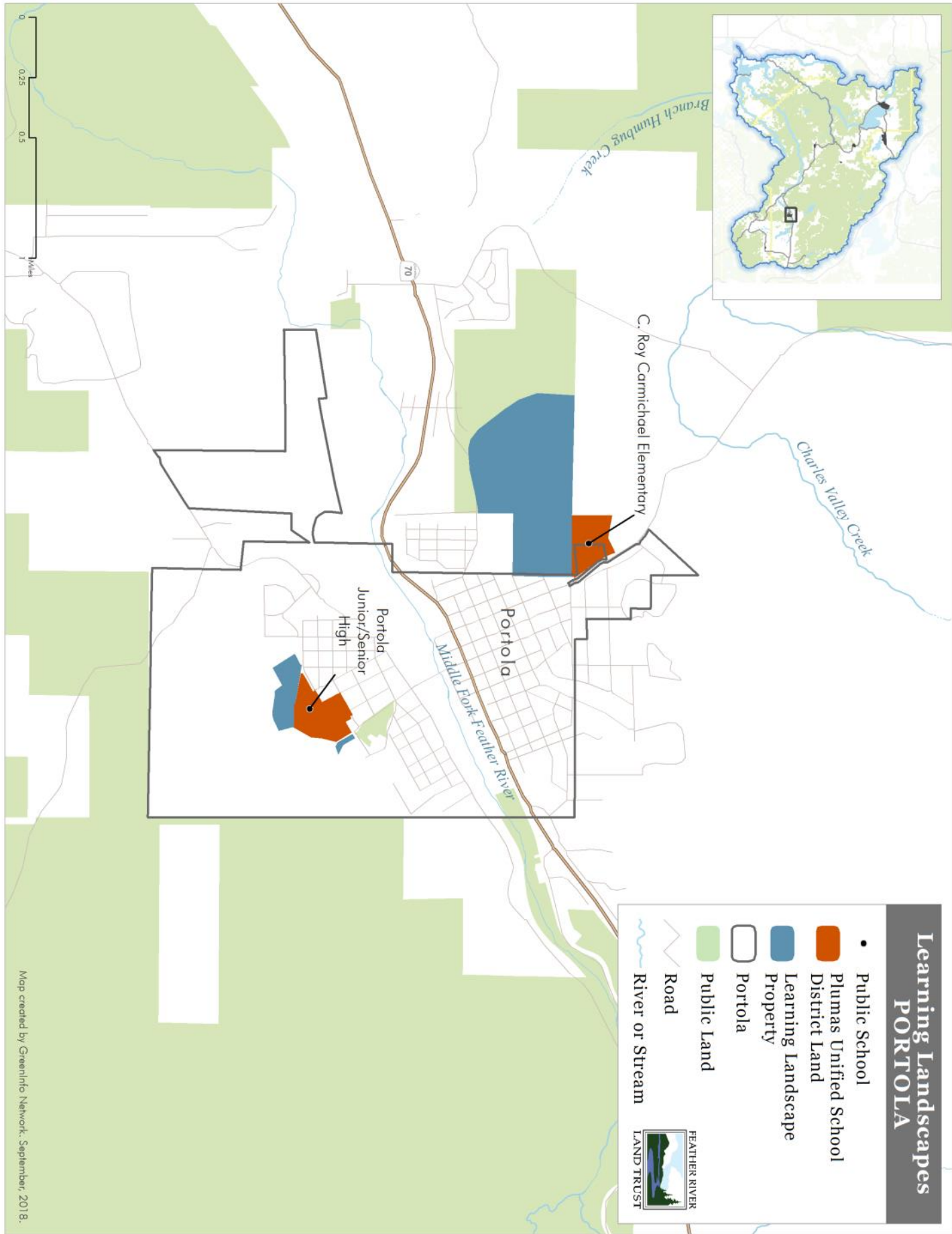


QUINCY—MILL CREEK





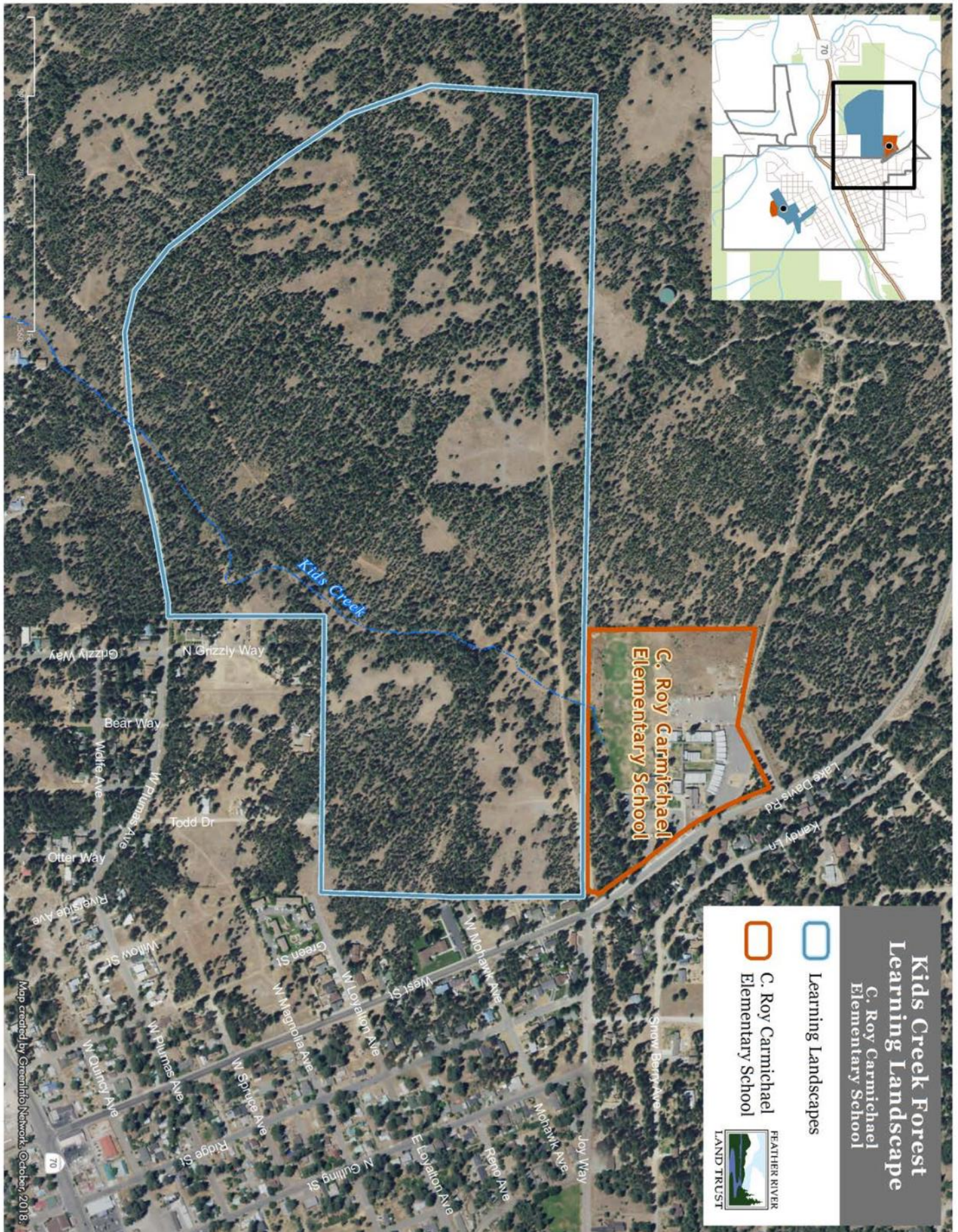
# PORTOLA LEARNING LANDSCAPES



Map created by GreenInfo Network, September, 2018.



# PORTOLA—KIDS CREEK FOREST





# PORTOLA—WILDCAT CREEK

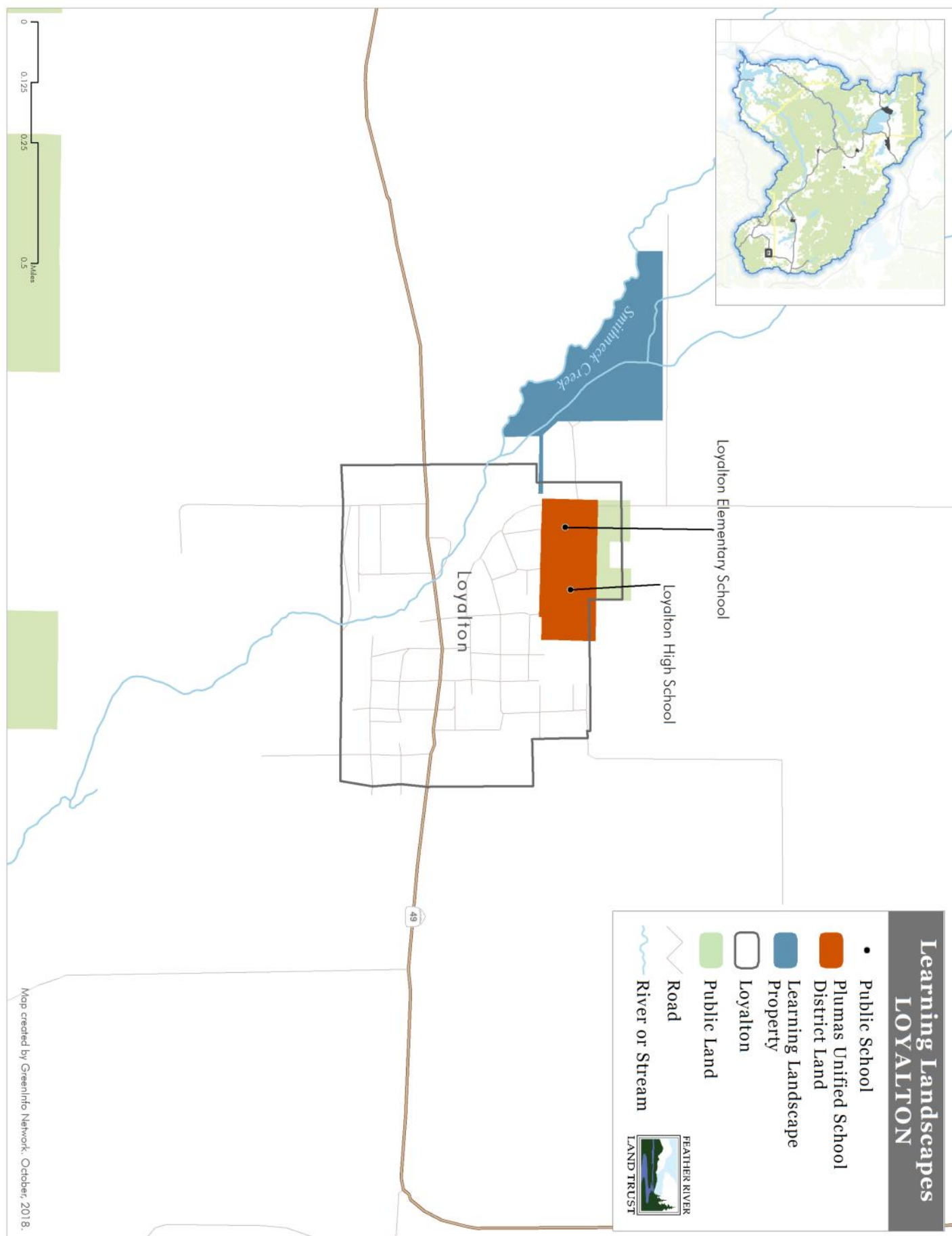




PORTOLA—TIERRA DE LOS VENADOS

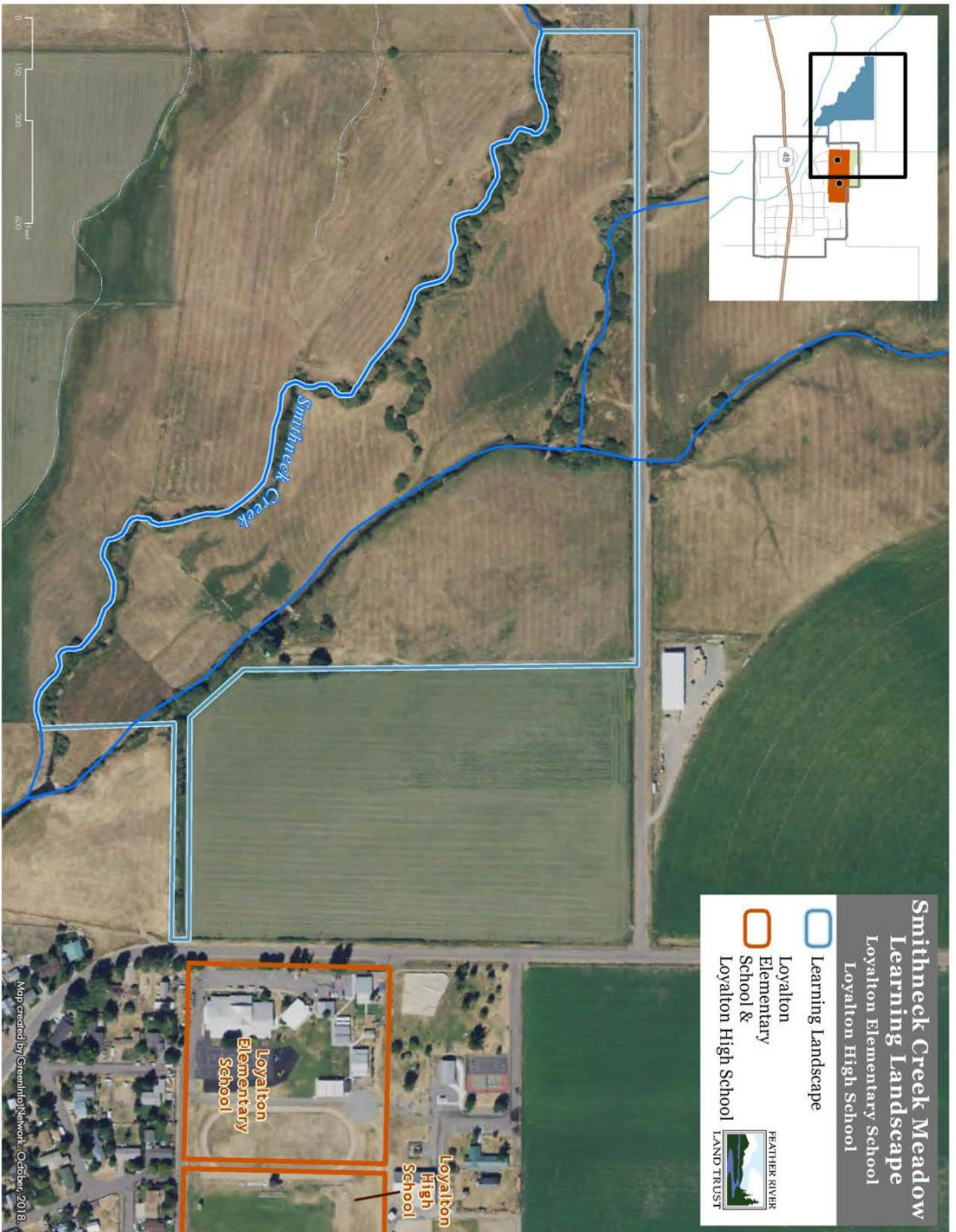


# LOYALTON LEARNING LANDSCAPES





# LOYALTON—SMITHNECK CREEK MEADOW











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