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Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tim White and Michelle Oppen

Board Meeting Date December 12, 2018

Subject Board Policy – BP 7110.1 Development of Living Schoolyards

Action Approval and adoption by the Board of Education of Board Policy 7110.1 Development of Living Schoolyards.

**Background/
Discussion** OUSD has been working with The Trust for Public Land (TPL) and Green Schoolyards America (GSA) to propose a Policy about Living Schoolyards at OUSD schools, as well as to develop and construct Living Schoolyards on OUSD campuses. The three groups signed a “Donation Agreement for Development and Construction of Living Schoolyards on Oakland Unified School District Campuses” on December 7, 2017. This Agreement outlines the process and roles and responsibilities for this work. Additionally, the Board approved a resolution on June 6, 2018 to develop a Board Policy for the development and maintenance of Living Schoolyards in the Oakland Unified School District (this Policy).

Over the past three years, The Trust for Public Land has secured over \$2 million to fund the develop and construction work of Living Schoolyards on OUSD campuses, and has secured public and private donations to fund the development of the Policy:

- \$566,000 – State Coastal Conservancy Prop 1 Grant awarded to TPL (Nov 2017)
- \$1,186,977 – CA Natural Resources Urban Greening Grant (Oct 2018)
- \$500,000 – State Coastal Conservancy Climate Ready Grant awarded to TPL (anticipated Jan/Feb 2019)
- Additional support from Kaiser Permanente Northern California and Hellman Foundation

Additionally, other organizations, such as the Rose Foundation, have secured significant funding for improving Oakland schoolyards.

TPL and GSA have convened a working group and researched existing OUSD policies. The working group includes OUSD Departments—such as Facilities, Buildings and Grounds, Custodial Services, Risk Management, Community Engagement, and Health and Wellness—and nonprofit partners with expertise in green schoolyards, stormwater management, urban forestry, and play environments—such as The Watershed Project, Oakland Parks and Recreation Foundation, Growing Together, and the Center for Ecoliteracy. Since May 2018, the working group has met four times, convened one workshop with approximately 50 participants, hosted one professional development workshop about maintenance of living schoolyards, and led one tour to visit examples of OUSD schoolyards. The working group has established the goals, outline, and provided feedback on the proposed Policy. Other OUSD leaders have reviewed and provided feedback on the policy language, such as Curtiss Sarikey, Tadashi Nakadegawa, Rebecca Littlejohn, and Herberta Zulueta.

Simultaneously to drafting the Board Policy, TPL is leading the implementation of living schoolyard pilot projects in the following five campuses: Melrose Leadership Academy, Markham Elementary School, International Community School/Think College Now, Ralph J. Bunche High School, and Emiliano Zapata Street Academy School. TPL is leading a participatory design process for improvements at all five schools, and managing the design and construction. OUSD will own and maintain the pilot projects. TPL completed the first set of improvements at Melrose Leadership Academy this month.

The Board Policy on Living Schoolyards outlines OUSD’s vision to transform asphalt covered school grounds into living schoolyards that promote children’s health and well-being, and create green and ecologically rich community parks that connect children and their neighborhoods to the natural world outside their classroom door, every day. The policy also provides a roadmap for implementing this plan, to create a successful transition to implement living schoolyards in all schools across the District by 2035.

Fiscal Impact

Below are the anticipated fiscal impacts that this Policy implies:
Estimated \$510,000 annually in staffing, professional development
Estimated \$250,000 one-time for assessments, baseline studies, guidelines and standards development
Estimated \$1,000,000 per site for capital improvements relating to living schoolyards
Funding Source: To be developed from private funds, grants, and potentially future bonds or parcel taxes.

Attachment

Board Policy 7110.1 Development of Living Schoolyards

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policies

Facilities

BP 7110.1

Development of Living Schoolyards

1. INTRODUCTION

This policy is approved by the Board of Education in support of the Oakland Unified School District's Wellness Policy and the District's vision to ensure Community Schools and Thriving Students. This policy builds on the Oakland Schoolyards Initiative Resolution (2007) and the Living Schoolyards and Climate Literacy Resolution (2018).

This new Board Policy on Living Schoolyards outlines OUSD's vision to transform asphalt covered school grounds into living schoolyards that promote children's health and well-being, and create green and ecologically rich community parks that connect children and their neighborhoods to the natural world outside their classroom door, every day. The policy also provides a roadmap for implementing this plan, to create a successful transition to implement living schoolyards in all schools across the District by 2035.

The Board Policy on Living Schoolyards is related to the following existing OUSD policies and resolutions:

- BP 1330- Use of School Facilities
- BP 3285- Vegetation (to the extent that this Board Policy on Living Schoolyards conflicts with BP 3285, this Policy prevails)
- BP 3511- Environmental and Water Conservation
- BP 3511.2- Integrated Pest Management
- BP 5030- Wellness
- BP 6142.5- Environmental Education
- BP 7110- Facilities Master Plan
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- BP 7155 Community Engagement for Facilities Projects
- BP 7210- Facilities Financing
- BP 7350 -Physical Assets Management
- Resolution 0708-0133 - Establishing the Oakland Schoolyards Initiative
- Resolution 0607-0159 - Energy Plan
- Resolution 1718-0203 - Joining The We Are Still In Coalition [Supporting the Paris Climate Agreement] and Developing Policies and Administrative Regulations on Living Schoolyards and Climate Literacy

This *Board Policy on Living Schoolyards* also dovetails with the City of Oakland’s participation in the 100 Resilient Cities initiative¹, and many other City policies.

2. BACKGROUND

The Board defines living schoolyards as rich outdoor environments that strengthen local ecological systems, provide hands-on learning resources, and foster a wide range of play and social opportunities while enhancing health and well-being. These re-imagined schoolyards are open for community use outside of school hours and include trees, gardens, and spaces designed by and for the students and the surrounding community. The Board believes that having living schoolyards will further its ability to provide hands-on 21st Century education to all students; will improve children’s health and well-being; may provide equitable access to community parks and green spaces for every neighborhood; and will improve the environmental resilience of OUSD’s school grounds in a world with a changing climate.

2.1 21st Century Education

Most Oakland schoolyards are asphalt-covered expanses with very few trees and vegetation. This is not unique across California and the country. These schoolyards with wide expanses of asphalt and lawn were designed for 1940s educational practices and are now outdated and incompatible with 21st Century education objectives.

Success in the 21st Century work world will require an understanding of traditional standards-based curricula; a mastery of basic technology grounded in a deep understanding of the real world; and strong interpersonal skills in collaboration, cooperation, and empathy. This balance is difficult to achieve with classroom instruction and textbooks alone. Living schoolyards provide a setting to support hands on experiential learning and to prepare children to be resourceful, resilient, and collaborative.

In 2014, the California State Legislature passed Assembly Concurrent Resolution 128 (Sponsor: Asm. Philip Ting), recognizing the potential for living schoolyards to become important resources for K-12 schools across the state. The resolution urges “the State Department of Education, school districts, county offices of education, and charter schools to continue to prioritize the design and construction of student-accessible green space on school campuses and to integrate use of this space into the teaching of standards-based curriculum.”²

In recent years, standards-based curricula used across California have also been shifting to recognize the importance of place-based education, environmental literacy, and hands-on, experiential learning. The Next Generation Science Standards, the California Science Framework, the California History-Social Science Framework, and the recently passed

¹ *Resilient Oakland: It takes a town to thrive*. 100 Resilient Cities program, October 2016.
<http://www.100resilientcities.org/cities/oakland/>

² California Legislative Information website, Assembly Concurrent Resolution No. 128, Chapter 68, “Relative to Living Schoolyard Month.” [ACR 128, Ting. Living Schoolyard Month.](#)

California Senate Bill No. 720³ now include Environmental Principles and Concepts, which benefit from the types of hands-on resources and outdoor classroom settings that are available in living schoolyards.

Living schoolyards provide valuable teaching resources and hands-on experiences that are appropriate for all grade levels and subject areas. A growing body of research demonstrates that children benefit academically from outdoor learning. This includes increased student engagement in learning and time spent on task⁴ and enhanced academic performance in reading, writing, math, and science.⁵

In addition to their value for academic instruction, living schoolyards foster students' personal growth and give them opportunities to practice their social-emotional skills, such as collaboration and teamwork, which will help them be successful in any career they choose. Research indicates that living schoolyards can help students improve their focus, build confidence, build supportive social groups,⁶ restore students' ability to pay attention, and increase positive social behaviors.⁷

2.2 Health and Social-Emotional Well-being

Living schoolyards also provide opportunities to improve students' physical and mental health, and support and build their social-emotional well-being. More specifically, health benefits include:

- **Physical Fitness:** Park-like living schoolyards can incorporate a wide range of opportunities to be physically active. This includes places for sports and ball games, climbing structures, and child-driven creative play and social opportunities set in a natural context.
- **Nutrition:** Living schoolyards can include edible gardens, which can be used to teach students about fresh vegetables, food production, and healthy eating habits. Sometimes school gardens include kitchen facilities so students can cook and share food together.
- **Vision:** Recent research indicates that spending more time outside may reduce the likelihood that children will develop myopia, and other vision problems.⁸
- **Environmental Health:** Living schoolyards include trees, which have a profound impact on children's health. Tree canopies moderate climate on school grounds, keeping children comfortable and protecting them from extreme heat, an increasing problem in our warming climate. Tree canopies also shield children and adults from harmful UV rays,

³ [Senate Bill No. 720](#), California State Legislature; approved by the Governor on September 13, 2018.

⁴ Smith, 2013; Rios and Brewer, 2014

⁵ Williams and Dixon, 2013; Blair, 2014; Smith, 2013

⁶ Chalwa, Keena, Pevac, and Stanley, 2014

⁷ Carrus, et. al., 2012

⁸ J. William Tideman et. al., July 28, 2017. "[Environmental factors explain socioeconomic prevalent differences in myopia in 6-year old children.](#)" British Journal of Ophthalmology.

protecting them against skin cancer. Trees also improve air quality, which is of particular concern for children since their smaller body size, faster metabolism, and weaker immune systems leave them vulnerable to ozone, particulate matter, and other pollutants and to developing asthma. Trees can be used strategically to help improve air quality at schools near freeways. Many of Oakland's schools also experience high noise levels from freeways and nearby industry and these impacts can be reduced with properly selected and properly placed trees and vegetation.

- **Therapeutic Landscape Benefits and Social-Emotional Well-being:** Living schoolyards act as therapeutic landscapes, improving the mental health and social-emotional well-being of students and adults. Research by Li and Sullivan (2016) documented the value of trees to reducing students' stress levels and restoring their ability to pay attention in class—even if the trees are only viewed by children through school windows.⁹ Researchers have also found that access to and time spent in green space has therapeutic value for treating symptoms of ADHD,¹⁰ and schools' occupational therapists often find that they can use their living schoolyards to advance therapy programs for students with ADHD and autism.

2.3 Parks and Equity

Access to parks is not equally distributed throughout the City of Oakland. Since many local residents do not live near high quality and safe park spaces, school grounds are often the only place where children access outdoor spaces and have opportunities to be in contact with nature.

Over the last two decades, some schools across Oakland have developed gardens and planted trees on an ad-hoc basis without District involvement, while other schools in low-income communities with fewer resources have remained covered in asphalt. Overall, more schools in higher income neighborhoods have greener school grounds, which include gardens, trees, and natural materials. This pattern of development has resulted in an inequitable distribution of green space and outdoor learning environments across the District. It is imperative to have a more systematic and equitable system in place to ensure that all children have equitable access to green space outside their classroom door every day.

2.4 Land Use Management

Oakland Unified School District is one of the largest land owners in the City of Oakland, with more than 500 acres of public land under its ownership. Choices made by OUSD about the ways that school grounds are designed, used, and managed directly affect thousands of children and adults on a daily basis, and shape children's life-long perspectives about the world around them. With school grounds located in every neighborhood, OUSD's land management choices may impact the health of urban environmental systems in Oakland. Also, school ground design choices may affect neighborhood flooding and water quality, air quality, wildlife habitat, temperature, and climate resilience.

⁹ Li, D. & Sullivan, W.C. (2016). [Impacts of views to school landscapes on recovery from stress and mental fatigue.](#) *Landscape and Urban Planning*, 148, p. 149-158.

¹⁰

2.5 Climate Resilience

Most of Oakland’s school grounds are heavily paved with wide expanses of asphalt and rubber surfaces that heat up in the sun. Removing asphalt from large portions of the school sites and planting shade trees can greatly reduce temperatures and contribute to healthier outdoor environments. In addition, it is centrally important to ensure that the trees are strategically selected and located not only to shade buildings, but also to provide shade in child-accessible locations to directly benefit children.

2.6 Watershed Health and Drought Responsive Planning

Removing schoolyard asphalt and allowing storm water to infiltrate onsite improves children’s daily experience of their grounds, while reducing runoff and improving water quality. Schools can use their living schoolyards to demonstrate best practices for storm water management and water conservation by installing elements such as cisterns, greywater systems, and storm water management swales.

In California’s drought-prone climate, the Board is sensitive to how it “spends” its water. Current landscape management practices at many schools in the District include irrigated lawns and ornamental plantings outside the school building, but may leave the interior school ground spaces more sparsely planted. This policy envisions shifting management practices to make children-accessible spaces a priority when applying landscape irrigation.

3. VISION AND GOALS

Vision: OUSD’s school grounds will become vibrant centers for 21st Century education, promote children’s health, well-being and joy and function as ecologically rich community schools that connect all children and their neighborhoods to the natural world right outside their classroom door, every day.

To accomplish this, the *Policy’s* adoption will launch a new Living School Initiative across the school district that will transform OUSD’s school grounds in the years to come.

Through this *Board Policy on Living Schoolyards* and related policies, the Board seeks to ensure that OUSD’s school grounds support and strengthen the District’s commitment to children’s well-being, environmental resilience, community engagement, and equity. This vision is supported by the following goals:

3.1 Create Outdoor Environments Optimized for 21st Century Education. *OUSD school grounds will provide hands-on learning environments for students of all ages, to support standards-based curricula, as well as development of physical and social skills that prepare students for 21st Century life and careers.*

To achieve this goal, schools will strive to meet or exceed the State’s recommendation of 40 hours per year (roughly one hour a week) outside in all grade levels.¹¹ All schools will strive to increase the amount of time students spend outside for academic instruction across the curricula, provide professional development for teachers and principals to support them in using hands-on teaching resources outside, and develop outdoor classroom spaces onsite that are optimal for outdoor learning across the curriculum. School grounds will be designed to foster place-based education and will help students understand the natural systems and processes in the world around them.

3.2 Increase Children’s Joy. *OUSD school grounds will foster children’s happiness by providing nurturing, engaging, and comfortable spaces where children can experience joy, curiosity, wonder and adventure, build friendships, and feel cared for.*

In a world where so many aspects of children’s daily lives can be stressful, the Living Schoolyard Initiative in Oakland will seek to maximize children’s joy. Children’s landscapes on school grounds will be designed and managed to express a sense of care through thoughtful selection, arrangement, and management of trees, vegetation, and building materials. Students of all ages will be included in the decision-making processes for their school grounds, and allowed to help determine the range of elements and activities their grounds will include.

3.3 Improve Students’ Health and Wellness. *OUSD school grounds will promote health and well-being by increasing physical activity, deepening understanding of nutrition, fostering social-emotional and mental health, and optimizing environmental health through grounds design and management.*

This goal focuses on several areas including:

- **Physical activity:** OUSD school grounds will be designed to foster strong, healthy bodies, and healthy brain development. School grounds will include places for ball play and sports, challenging play structures, elements that promote full use of all senses, pathways designed to increase physical activity, and age-appropriate opportunities for children to practice self-guided active “free play” in natural settings onsite.
- **Nutrition and gardens:** OUSD will build on the existing school garden/nutrition education program, and the new Central Kitchen/Instructional Farm—and expand them to include all children at all schools. Crops produced on OUSD’s school grounds (including the Foster Center’s farm) will be used to teach children about nutrition, increase food security and will be eaten on site with the proper health and safety precautions, including in each school’s cafeteria. Field trips to the Central Kitchen/Instructional Farm will deepen students’ understanding of local food systems. Each schoolyard will provide access to water fountains or water filling stations so that all students will have clean drinking water, outdoors.

¹¹ Blueprint for Environmental Literacy, p. 25, section h.

- **Social-emotional health, empathy, and mental health:** All OUSD school grounds will provide calming spaces, with vegetation and trees that will help all students and adults relax and restore their ability to concentrate. They will include gathering spaces for small and large groups as well as contemplative settings. Schools will use outdoor curricula and school ground stewardship to help children express care for their community and the Earth.
- **Environmental health:** All OUSD school grounds will be designed to improve air quality and moderate temperature by planting shade trees; minimize the use of petroleum-based materials (rubber, plastic, asphalt); reduce children’s exposure to toxins by eliminating the use of pesticides; and reduce the use of pressure treated lumber, tire rubber-based products, and other potential toxins in children’s environments.

3.4 Create Vibrant Play and Social Environments. *All OUSD school grounds will provide engaging, adventurous and challenging play and recreational opportunities for everyone, as well as spaces for small and large group gatherings to support students’ social development.*

This goal focuses on several areas including:

- **Diverse recreational options:** Since children have a variety of needs and interests, school grounds will be designed with the school community to appeal to all ages and genders, and will seek to provide something for everyone to do. Living schoolyards will include areas for sports, ball games, play structures—as well as space for open-ended, child-driven imaginative games, outdoor art-making areas, nature play zones, loose parts play, and social spaces.
- **Skill building opportunities:** School grounds will be designed to help children develop physical skills by including challenging, engaging elements for every age. This includes activities that help develop balance, climbing and jumping abilities, collaboration and cooperation skills, and opportunities to learn the use of hand tools. District staff, including Facilities and Risk Management, will review and potentially update the current standards and potential requirements for certification or review to allow skill building to occur on all OUSD’s school grounds, while balancing student safety and security.
- **Add topography:** Diversify schoolyard topography by removing asphalt and reshaping grounds at each school to create a rolling, “park-like” landscape with “niches” for activities of different types. Leave flat spaces, where needed, to facilitate sports games. Plan the overall topographic features to facilitate storm water management.
- **Creation of social spaces:** For all children—but particularly older children—provide a wide variety of gathering spaces to engage students socially and use design best practices to shape positive, welcoming social interactions.

3.5 Increase Access to Park Space. *OUSD’s living schoolyards will support the District’s vision of community schools by exploring the potential for public access after-hours and on weekends.*

The *Resilient Oakland* report from the 100 Resilient Cities initiative identifies one of Oakland’s vulnerabilities as “wealth and education disparities” and one of its strengths as “public space”.¹² This *Board Policy on Living Schoolyards* intends to build on Oakland’s strength while addressing these vulnerabilities by exploring potential opportunities to provide access to the public after hours.

District staff shall work with the City of Oakland to develop a cost-neutral, mutually beneficial joint use agreement between the District and the City. The joint use agreement shall define the ways that school grounds may be used by the public after school hours and on weekends, and assign management and funding responsibilities for their care. Shared use of school grounds by local residents will help to raise the District’s visibility in the community; build connections between students, community members and maintenance staff; and maximize the benefits that this land holds, for all residents of Oakland.

3.6 Strengthen Community Engagement. *OUSD living schoolyards will be designed and developed with meaningful participation and collaboration from students, families, school staff, and neighbors of each school.*

The Board recognizes that in order for living schoolyards to succeed, they need to be created by and for the schools and communities they serve. This student and community engagement shall be meaningful, inclusive, and provide ample opportunities for students, parents, community members, partners, District staff, and other stakeholders to participate. Participation shall be ongoing and will cover the full life cycle of living schoolyard projects, including planning and design, construction, planting, and stewardship and site management. Through this process, students will learn to become stewards of their shared green spaces.

3.7 Prioritize Equity. *The living schoolyard initiative shall prioritize schools and neighborhoods with the highest need to advance equity.*

This *Board Policy on Living Schoolyards* seeks to transform all schools across the City, but also recognizes that it will take at least a decade to reach every school—and some facilities are in greater need of immediate attention than others.

District staff and the living schoolyard working group shall develop a baseline GIS database to assess the existing conditions of OUSD’s school grounds. This database will quantify and measure existing tree canopy coverage, ground surface materials/permeability, distance to local parks, presence/absence of edible gardens,

¹² *Resilient Oakland*, p. 34. See also key goals on pages 40-41. http://www.100resilientcities.org/wp-content/uploads/2017/07/Resilient-Oakland_11-22_web.pdf

CalEnviroScreen metrics, aggregated health data, and academic achievement scores for each school. This data will be analyzed with an equity lens to develop a prioritized list of living schoolyards projects. The GIS dataset will also become a baseline to measure the Living Schoolyard Initiative's ongoing progress, and will become a tool for District-wide master planning.

3.8 Strengthen OUSD's Environmental Resilience. *All OUSD school grounds will contribute to the ecological health of their neighborhoods by planting shade trees to improve climate resilience and air quality, capturing, infiltrating and treating storm water on site, and creating wildlife habitat by using native plants.*

As OUSD systematically creates living schoolyards, the District has a unique opportunity to positively influence the ecological health of the City by designing school grounds as green infrastructure that will build climate resilience, improve air quality, manage storm water, and improve wildlife habitat connectivity.

The City of Oakland has also established goals as part of the *Resilient Oakland* plan that dovetail with efforts that OUSD could undertake in all of the areas below. Through the Facilities planning process, District staff shall collaborate with the City to align the District's green infrastructure and environmental resilience planning with the City's goals as outlined in the *Resilient Oakland* report.

These efforts shall include:

- **Build climate resilience:** OUSD's living schoolyards will support the District's existing *Resolution on Living Schoolyards and Climate Literacy* and its focus on teaching climate and environmental literacy. OUSD's living schoolyards will become "climate oases" that cool urban heat islands, and become places of refuge for students in a warming world.¹³
- **Prioritize planting trees:** Plant shade trees to cover 50% of student-accessible spaces, to protect children from UV radiation while cooling surface and air temperatures.¹⁴ Emphasize large canopied shade trees that will sequester the most carbon. Position trees to also shade hot classrooms in adjacent buildings to reduce energy use.
- **Improve air quality:** Plant trees and other vegetation to reduce air pollution and improve air quality where children are present. Follow the landscape design standards set out by the U.S. EPA for improving air quality on school grounds.¹⁵

¹³ This standard is inspired by a pilot program in Paris, France.

¹⁴ This standard reflects practices being implemented now at schools in Lund, Sweden.

¹⁵ U.S. EPA, *Best Practices for Reducing Near-Road Pollution Exposure at Schools* (November 2015) and *Recommendations for Constructing Roadside Vegetation Barriers to Improve Near-Road Air Quality* (July 2016).

- **Improve watershed health:** Design OUSD’s living schoolyards as green infrastructure to manage storm water, and improve water quality in our local watersheds.
- **Save water and optimize irrigation to benefit children and the environment:** Minimize irrigation needs by selecting drought tolerant plant species and using water efficient irrigation systems. Prioritize irrigation of child-accessible places that are used daily and minimize water use for plantings that are purely ornamental. Prioritize maintenance for OUSD’s water lines and ensure that leaking pipes are fixed promptly.
- **Provide habitat connectivity:** OUSD’s school grounds are distributed across the City, and could be designed to support local populations of native plants, insect pollinators and bird species by providing key wildlife corridors and habitat patches that add to the existing network of parks and green open spaces in the City. Collaborate with local wildlife advocate organizations and agencies to maximize the impact of wildlife plantings, while keeping the schoolyard plant palette appropriate for children’s needs. Use drought tolerant, native, wildlife plantings in ornamental areas of the grounds.
- **Reduce waste:** OUSD’s Living Schoolyard’s design and management will seek to reduce landscape waste and will reuse, recycle, and compost as much as possible. A central “materials yard” should be created to facilitate reusing landscape materials within the District.

4. IMPLEMENTATION

This section is an overview of the overall steps required to implement this Board Policy on Living Schoolyards.

4.1 Accountability and Oversight

The Superintendent of Schools or designee shall be responsible for the implementation and evaluation of the Policy, and shall provide periodic updates to the Board regarding fiscal impact, evaluation of stated outcomes, timelines, and progress of projects. The Superintendent may elect to work with a group of key stakeholders and community partners (“the Living Schoolyard Working Group”) to support implementation of the Policy.

4.2 Living Schoolyard Coordinator

The Governing Board is committed to working with nonprofit agencies partners to identify and seek funding sources for the creation of a permanent Living Schoolyard Coordinator position that will report to the Deputy Chief of Facilities. To the extent funding is secured, the District will designate a Living Schoolyard Coordinator within the Facilities Department to act as a liaison for living schoolyard projects and to assist the Deputy Chief of Facilities in advancing the implementation of this policy.

The Living Schoolyard Coordinator role shall include:

- Advancing the implementation of the Living Schoolyards Board Policy, including creation of the Living Schoolyards Guidelines and Standards (see below)
- Convening the Living Schoolyard Working Group
- Acting as a liaison between Buildings and Grounds, Custodial Services, Facilities Planning, Health and Wellness, Curriculum, and the individual schools
- Supporting individual living schoolyard projects by acting as a liaison and facilitating reviews, approvals, implementation, and ongoing stewardship
- Helping develop partnership agreements in support of the creation and management of living schoolyards

4.3 Supporters

The Board recognizes the critical importance of collaboration with nonprofits, funders, and individual school communities to advance this Board Policy on Living Schoolyards. Supporters can help the District with fundraising, advocacy, design, implementation, long-term stewardship and maintenance, as well as curriculum integration and support. The Board is committed to developing and supporting beneficial collaboration that support living schoolyards.

4.4 Living Schoolyards Guidelines and Standards

District staff shall work with the Living Schoolyards Working Group to develop a Living Schoolyards Guidelines and Standards Manual that includes the following:

- Schoolyard assessment standards that take into account environmental, educational, health, wellness, and community benefits.
- Living schoolyard planning and design approval processes
- Community engagement guidelines
- Design standards including approved details, materials, and plant species.
- Maintenance and Stewardship responsibilities template
- Guidelines on how to integrate living schoolyards into the school's curriculum
- Funding strategy
- Any additional information that will support funding, planning, design, development, and stewardship of living schoolyards

4.5 Facilities Planning and Management

To the extent funding permits, assessment of existing schoolyards and planning for living schoolyards shall be incorporated in the District's regular Facilities Master Planning process (BP7110-Facilities Master Plan). The assessment of schoolyards shall take into account environmental, educational, health and wellness, and community benefits and follow the standards developed as part of the Living Schoolyards Guidelines and Standards (see above).

Equity shall be a guiding principle to ensure that students from disadvantaged communities have priority access to the benefits of living schoolyards.

5. MANAGEMENT AND STEWARDSHIP

5.1 Planning for Long Term Program Resilience

The Board recognizes the importance of ongoing management of living schoolyards and expects that maintenance protocols and resources may need to be adapted to support long-term sustainability of living schoolyards.

Maintenance/management and stewardship of living schoolyards is a shared responsibility between Buildings and Grounds, school custodians, teachers, site garden liaisons, school and parent volunteers, and nonprofit partners. The Superintendent or designee shall determine how to implement a plan for long-term sustainability and stewardship and include it in the administrative regulations to this policy.

5.2. Professional Training

The Board recognizes that professional training will be needed for Buildings and Grounds staff, principals, and teachers in order to adopt a living schoolyards model. Professional training should explain the benefits of living schoolyards, and provide management and educational tips to ensure successful implementation and maintenance of living schoolyards. The Board is committed to working with nonprofit agencies to identify appropriate courses and funding to offer professional training opportunities to Buildings and Grounds, principals, and teachers.

5.3 Curriculum Integration

Our City's—and society's—long-term environmental resilience requires that local residents, young and old, understand basic environmental principles and concepts. Environmental literacy curricula are one way to convey this understanding to Oakland's residents, and OUSD is well positioned to share this important knowledge with the next generation. OUSD's living schoolyards will make natural systems visible, so that students can look at their school grounds and understand where the rain goes when it falls, see the seasons changing in the vegetation (flowers, fall color, deciduous trees), dig in the soil, and experience the beauty and wonder of the natural world first hand.

Through the Environmental Education Policy, the District will include a curriculum element for students of all ages that fosters a stewardship ethic and puts it to use to care for and nurture the land at each school. As students will learn stewardship principles, they will grow to understand how they can be stewards of the natural world—and will better understand how to reduce humans' impact on natural systems.

The primary goal of the students' stewardship efforts will be to instill care for each other and our shared world. Stewardship curriculum efforts in other cities have led to a sense of ownership for school grounds, which frequently reduces the amount of trash that children drop, and creates a better environment for everyone to share. As each school engages with their grounds, students and the community will be invited to help shape the landscape to reflect the school community's

values, celebrate local culture, and inspire school and community members to meet and get to know one another better.

5.3 Joint Use Agreement

The Board recognizes the benefits that living schoolyards can bring to the surrounding community. In addition to their role in children's education, schools are community hubs where families and neighbors connect. Through an appropriate joint use agreement, schools may be able to serve as community resources after hours and on weekends, providing access to nature and recreational opportunities.

The Board supports the development of a cost-neutral, mutually beneficial joint use agreement between the District and the City of Oakland that creates terms under which living schoolyards may be open to the public after hours and on weekends. The joint use agreement shall establish mutually agreed goals, roles and responsibilities, hours of operation, financial commitments, indemnification, scheduling protocols and address property improvements and maintenance.

6. FUNDING

The Board recognizes the need to develop and secure sustainable funding to implement this policy and manage living schoolyards across the District. The implementation of this policy is expressly contingent upon receipt of such funds.

In order to develop sustainable funding sources for living schoolyard implementation, operations and management at a district-wide scale, District staff shall develop a funding strategy for the design, construction, and maintenance of living schoolyards. This strategy shall identify ways to provide financial support (either private or public) to Buildings and Grounds, the Living Schoolyard Coordinator, and other financial impacts of this policy.

In addition, the Board may explore whether the Living Schoolyard program should be part of a future capital bond proposal. To the extent funding permits, every Facilities Master Plan shall include an assessment of the external areas of schools based on the assessment standards outlined in the Guidelines. Any identified needs for repair, modernization, or construction of living schoolyards shall be incorporated into the District's facilities planning process.

The Board shall approve a working list of priority school sites to receive living schoolyards, based on the facilities assessments and community equity, as part of the project identification and engagement mechanisms outlined in the Bond Prioritization Process (BP 7112- General Obligation Bond Prioritization).

The Board may also explore a parcel tax and/or create a maintenance fund to ensure the long-term sustainability of operations and maintenance of living schoolyards.

7. POLICY IMPLEMENTATION TIMELINE -- subject to funding

- Create and convene Working Group - Immediately
- Appoint Interim Living Schoolyards Coordinator – as soon as funding is identified
- Start professional development - January 2019
- Create baseline GIS database - by September 2019
- Create a prioritized list of future living schoolyard projects - by May 2019
- Create Living Schoolyards Design Guidelines and Standards – by May 2020
- Negotiate Joint Use Agreement with City of Oakland – by May 2020