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Coordinated by:

**Smith & Bybee Lakes Wildlife Area  
Management Committee**  
*Frank Opila, Chair*

**Metro**

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**Smith & Bybee Lakes Management Committee Meeting**

5:30 p.m. - 6:30 p.m., Tuesday, June 22, 2004  
Metro Regional Center, 600 N E Grand Ave., Room 270  
Portland, Oregon 97232

**AGENDA**

Welcome, introductions	(Opila)	5:30 - 5:35 pm
Approve March meeting notes*	(Opila)	5:35 - 5:40 pm
Smith & Bybee education program	(Davis)	5:40 - 6:20 pm
Updates	(All)	6:20 - 6:30 pm

As it has been some time since you were sent the March meeting notes, we are attaching a copy again for your reference.

**Summary Meeting Notes  
Smith & Bybee Lakes Management Committee  
June 22, 2004**

**In attendance:**

Frank Opila *	Friends of Smith & Bybee Lakes
Elaine Stewart	Smith & Bybee Lakes Wildlife Area Manager
Troy Clark *	Portland Audubon Society
Nancy Hendrickson *	Portland Bureau of Environmental Services
Ray Piltz *	St. Johns Neighborhood Association
Patt Opdyke *	North Portland Neighborhoods
Pam Arden *	40-Mile Loop Land Trust
Jim Sjulín *	Portland Parks & Recreation
Susan Barnes*	Oregon Dept of Fish & Wildlife
James Davis	Metro Parks & Greenspaces (RP&G) Naturalist
Pat Sullivan	Metro RP&G
Jim Morgan*	Metro

\* denotes voting SBLMC member

**Approval of March 23, 2004 meeting notes**

The meeting notes were approved as submitted. (The vote: four in favor, one abstention.)

**Smith & Bybee education program**

James Davis, Metro Naturalist gave the Committee an update on the Metro Regional Parks & Greenspaces Education Program. He referred to the two main sites where environmental education and public interpretation take place: Oxbow Park and Smith & Bybee Lakes Wildlife Area. Last spring for the first time and this spring again Smith & Bybee Lakes exceeded Oxbow Park in the number of field trips held. Bit by bit, Davis reported, the "word is getting out" of the existence of the wildlife area. As his time slots are nearly always full now, the only way likely to increase attendance would be for teachers to call earlier in the year to plan the field trips.

Davis discussed a section of the Metro Regional Parks and Greenspaces Education Plan that was distributed to the Committee. It outlined:

- 1) Who make up the program audiences?
- 2) What programs are currently offered?
- 3) ,What criteria are currently used to determine which audiences to serve, given limited resources?

Another handout from Davis described the goals of the Education Program and the Educational Philosophy. The overall basis of the philosophy is direct experience with nature. There is nothing that comes close to the impact and quality of learning that occurs with direct experience, according to the naturalist.

There is not a lot of room for expanding the program at the lakes because Davis is booked up months in advance and has little or no time to do more programs. Elaine Stewart added that there is increasing demand for service learning and more prolonged learning

experiences at the wildlife area (particularly at the middle and high school levels). She asked whether volunteer naturalists might be able to provide programs so that environmental education continues to happen but is not necessarily delivered by a regular Metro staffer. There is also a possibility that "roving" docents, who could also be trained as volunteer naturalists, may be incorporated into the program to provide public contact as use of the wildlife area increases.

Next year the grand opening of the new facilities will occur and fill the niche of Smith & Bybee Lakes Day which had previously been held annually. Due to construction schedules it did not take place last year and will not this year.

### Updates

The new representative from **Oregon Dept. of Fish & Wildlife, Susan Barnes**, was introduced to the Committee. She is filling the spot recently vacated by long-time committee member, Holly Michael, who has taken another position within ODF&W.

**Frank Opila** announced he will be vacating the position of **Committee Chair**, having completed more than his one-year commitment. He will continue through the summer, though, allowing the Committee time to find his replacement. The issue will be on an upcoming agenda.

**Elaine Stewart** reported the first **draw-down of the water control structure** took place last week and the process worked smoothly. She will continue slowly to draw-down the wetlands through late summer.

The **trail alignment** work is beginning with the first committee meeting scheduled for July 1. Jane Hart is Metro Project Manager and will be sending out an announcement with further details.

There are **two eaglets** in the bald eagle nest at the Wildlife Area which have been observed by Stewart. They will likely fledge in the next week to ten days.

Multnomah County Vector Control will be applying a **fourth larvacide application of the year** to treat mosquitoes at the lakes.

Metro recently sent to DEQ a draft proposal for the **Remedial Investigation and Feasibility Study (RIFS) at the St. Johns landfill** and is waiting for DEQ's response.

Committee members should have received an invitation to the **groundbreaking for the new facilities at S&B**. The majority of the work is scheduled to be completed by mid to late October.

The possibility of a field trip to the wildlife area this summer was discussed. A **trip to the Ramsey site** is one idea.

Future agenda items may include a further discussion of **future uses of the landfill area**.

Patt Opdyke suggested developing a list of projects that might be included in a **Work Plan for the Management Committee**.

The meeting was adjourned at 6:45 p.m.

Metro Regional Parks and Greenspaces

# Education Plan

*“When we try to pick out anything by itself, we  
find it hitched to everything else in the universe.”*

John Muir

# Current Situation

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This section addresses the following questions from the perspective of our current situation:

- Who are the audiences of our current programs (detailed breakdown); what are their needs and characteristics? Do any of them present us with special opportunities to further the mission of the department?
- What programs do we currently offer?
- Given limited resources, what criteria do we currently use to decide which audiences to serve?

## Education Audiences

Through the Metro GreenScene, the web site and other outreach in the media, we reach a large audience who may not participate directly in our programs, but are receiving some “education at a distance.” We believe that this kind of contact can and does foster increased levels of awareness and stewardship.

Another level of participation is represented by people who visit our parks and greenspaces and/or attend our education programs. It is helpful to look at this portion of the public in three separate groups:

1. On-site general public
2. Groups
3. Schools
4. Public program participants

These participant categories differ in fundamental ways (e.g. age span, knowledge and awareness levels, etc.). They also differ in why they attend programs and when they are likely to attend programs. Discussion follows regarding the best methods to use to reach these participant groups.

In all of our programs we utilize best educational practices – responsiveness to diverse learning styles, instructional flexibility to respond to “the teachable moment”, and inclusion of core environmental values (e.g. respect, curiosity).

### 1. On-site general public

#### Who they are

The composition of visitors varies considerably from one park location to another, and during different times of the year, week or day. The general public accesses the regional parks primarily for various forms of recreation as well as education.

### **How to reach them**

- interpretive signage that is well-placed and well-designed
- nature centers or interpretive centers
- brochures and fact sheets with interpretive messages
- special events that have a recreational focus and broad appeal
- individual short contacts by volunteer roving naturalists and both seasonal and permanent park staff

Demographic surveys, education staff interviews with rangers, site visits and trial programs on site are the best ways to assess and understand this group for interpretive planning purposes.

“Match the hatch” is a technique that is especially applicable to this audience. “Match the hatch” refers to attracting people with something they already like, such as entertainment or food, then integrating an educational message.

Metro GreenScene programs are marketed to a general audience but subscribers are self-selected and are likely to be people already predisposed to nature education rather than a true cross-section of the general public.

## **2. Groups**

### **Who they are**

This category includes groups from a variety of civic, religious and culturally based organizations (e.g. senior groups, youth groups, Boy and Girl scouts, Campfire groups, summer program youth groups, etc.). Organized groups often encompass individuals who would not normally sign up for our public programs on their own, often due to lack of knowledge about the program or lack of transportation. We can, however, reach these individuals within the context of a group.

It is easier to provide a program for an organized group than a group of individuals from the general public. Unlike programs for the general public, the number of people attending a program in a group is predetermined. Groups also tend to attend a program rain or shine, because the outing agendas are pre-arranged. Finally, groups are often more homogenous in some way (age, interest or focus) than a crosssection of the general public, which can encompass a very wide range of ages and degrees of experience or ecological understanding. Because of this, it is often possible to utilize a volunteer (with less experience than a staff person) to deliver a program to an organized group rather than to the general public.

### **How to reach them**

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- link and partner with other provider agencies
- provide the educational component within a recreational experience
- market to the “group” audience

Metro GreenScene programs reach some of this market segment but groups do not need to be pre-disposed to nature-based education to be interested in these programs. Marketing to this audience can be augmented (letters, flyers, brochures about programs, advertising) to increase the number of groups participating in environmental education and natural history interpretive programs.

### **3. Schools – students and teachers**

#### **Who they are**

Student groups are diverse. They are an accurate representation of the region's population, including the very young to college age, minorities and disabled persons. Students are a unique "captive audience", because they are required to attend school. State curriculum goals mandate achievement of specific levels of understanding in the life sciences. State curriculum goals also require service learning via participation in community education projects.

Teachers (for the purposes of this categorization) represent a stable group for which capacity building or teacher training can be invested over time. Teachers are responsive to program services and represent a highly educated and accessible audience. By expanding teacher's skills in field studies, species identification, and habitat enhancement and monitoring, their capacity to teach environmental curriculums is extended to classrooms of students, year after year.

#### **How to Reach Them**

- demonstrate to teachers that our programs already correlate with Oregon State curriculum benchmarks
- show that the teacher can satisfy district instructional requirements by participation in our programs
- utilize hands on science inquiry method (key to the State requirements)
- link to schools
- link to teacher training programs
- market to the school districts

School groups include populations currently underrepresented in our program attendance, and therefore schools offer an important opportunity for outreach to a more diverse audience. Additionally, because students are learning and not simply recreating, student groups offer a unique opportunity to meet the objective of building an ethic of stewardship of a regional system of parks, natural areas, trails and greenways. In addition, there is typically a significant return on the investment of developing relationships with teachers. Explain.

### **4. Public program participants**

Who they are

How to reach them

## **Current Programming**

Following is a list of the types of programs we have Metro Regional Parks and Greenspaces has provided to park visitors and residents of the region since 1985. Descriptions of these programs are brief, as many are familiar to parks department staff. Recommendations as to whether to continue, change, increase or decrease each type of program are addressed in the Future Vision section of this plan.

### **Metro GreenScene interpretive programs**

Metro naturalists delivered 120 One hundred and twenty public interpretive programs were delivered by Metro Regional Parks education staff in FY 01/02. Perennial favorites include campfire programs at Oxbow Regional Park and programs designed for children and families groups, such as Twilight Tuesdays at Smith and Bybee Lakes. and Breakfast with Birds of Prey on Sauvie Island.

### **Roving interpretive contact**

Since 1999, seasonal and permanent naturalist staff and trained volunteers have made thousands of informal interpretive contacts at crowded summer locations such as the Oxbow Regional Park boat ramp beach and, the swim beach at Blue Lake Regional Park, the Glendoveer Fitness Trail and the Springwater Corridor Trail near Beggars-tick Wildlife Refuge.

### **Organized group interpretive programs**

Our parks and natural areas are currently visited by a variety of civic, religious and culturally based organizations. Education staff delivered 64 programs to groups in FY 01/02.

### **School field trips (environmental education)**

Ninety-nine classrooms participated in school field trips in FY 01/02, primarily at Oxbow Regional Park and Smith and Bybee Lakes Wildlife Area. Field trips have also occurred at Blue Lake Regional Park and have been requested at Howell Territorial Park and Beggars-tick Wildlife Refuge.

### **Education volunteers/volunteer naturalists/ Nature University**

Since the beginning of the education program, several hundred people have served as education volunteer naturalists. The quantity and quality of our school field trips depend rely heavily on these volunteers. Training of the Vvolunteer naturalists training has evolved into "Nature University," a series of 11 core training classes and a full menu of electives courses.

### **Off-site education programs and community events**

Our staff oOccasionally staff delivers programs to organized groups in classrooms, on school campuses, or in community centers. These programs vary widely and the total is usually less than ten each year. Our sStaff also appear atparticipate in community events, information fairs and other special programs hosted by other agencies.local partners.

### **Special events**

The primary goals for Metro's special events are to include and engage other community agencies and partners and to forward programs that are of strong educational value. Special events are designed to reach large audiences and provide low threshold opportunities to learn about Metro, parks services and the environment. Naturalist staff and volunteers participate in



Metro-hosted special events every year. The premier event is Salmon Festival with up to 10,000 participants.

**Community partnership environmental education projects**

Community partnership education projects involve the same group of students over a long term. The primary goal of the project is education, although the project can include restoration and/or monitoring. The primary way our department is involved in these partnerships is through the Greenspaces Grant Program. In addition, the Metro Regional Parks naturalist staff has been directly involved in approximately a dozen community partnership education projects in the last fifteen years.

**Community service projects**

Community service projects, usually facilitated by the volunteer program, can be long-term, but are usually short term. The primary goal of the project is the accomplishment of the task at hand, whether it be invasive species removal, tree planting or grounds maintenance. Education, including project guidance, tool use, land management techniques and long-term goals, are part of the experience, but takes up a minimal portion of the activity.

# Goals of Metro's Regional Parks and Greenspaces Education Program

## Provide quality environmental education services

- Provide programs throughout the Metro region that enhance a deep awareness, appreciation and understanding of the ecology, resources and values inherent in our regional parks and open spaces, and the natural systems upon which they depend.
- Provide tools for experiential learning from nature. Teach behaviors and skills that help program participants (park visitors, school groups, etc.) enhance their experience with wildlife and the natural environment.
- Reach a diverse audience. Provide educational opportunities to the region's residents.
- Communicate management goals. Communicate regional park management objectives and policies to park visitors. Communicate the connection between historic, present day and future land uses.

## Promote stewardship

- Provide educational experiences that inspire informed action. (By stewardship we mean care of the land and its natural systems. Examples of informed actions are removal of invasive weeds that overcome natural ecosystems, restoration of native plants and natural waterways, and informed citizen involvement in decisions that influence the natural resources of the region.)
- Build capacity. Provide advanced programs for citizens to continually increase their level of stewardship. Increase the number of ecologically knowledgeable people, and involve them in teaching other people.
- Minimize site impact. Provide information needed to insure appropriate, safe, minimum impact use of our parks and greenspaces.

*"In the end we will conserve only what we love,  
and we will love only what we understand,  
and we will understand only what we are taught."*

Baba Dioum, Senegalese conservationist

## Educational Philosophy

As Metro Regional Parks and Greenspaces educators, we strive to help people experience the environment, make observations, collect information and draw conclusions from what they find. We point to examples and facts to illustrate ecological connections and interdependence. In alignment with Oregon State's public education system, our program is based on the method of science inquiry.

We aim to inspire learners to discover nature for themselves. Attitudes toward nature are not based solely on facts, and people are not comprised solely of intellect. We want each program to provide opportunities to wonder at the beauty, diversity and order inherent in the natural world.

Recognizing that nature is the best teacher, our programs focus on outdoor experiences. We favor a multi-sensory, "hands-on", active and involved format. We strive to give learners tools they can use all of their lives to make their own discoveries about nature. Basic tools for learning about nature are awareness and observation. These are developed with sensory exercises. Our programs aim to enhance sensory development.

We know that attitudes and behaviors are largely learned by following role models. As education program leaders, we represent powerful role models. It is our duty to role model awareness, respect, and curiosity about nature.

We recognize that this is a multi-cultural world. We strive to eliminate bias from our programs and presentation styles. We recognize and accommodate developmental stages of youth and different learning styles of all learners. We teach thematically, but take advantage of "the learning moment". We think safety is a top priority, enthusiasm is contagious, and fun is basic.

We believe an enhanced attitude of stewardship and involvement will be the natural culmination of a learning process guided by the above principles.

*"Inchworm, inchworm, measuring the marigold,  
Did you ever stop to see how beautiful they are?"*

Hans Christian Anderson

## Interpretive Themes for Smith and Bybee Lakes Wildlife Area

Some of the main themes, concepts, or ideas that, in varying degrees, are woven throughout the education programs at Smith and Bybee Lakes Wildlife Area. We are still trying to incorporate these into one or two sentences that state the "grand theme."

☉ *Smith and Bybee Lakes Wildlife Area is one of the few remnants left of the many wetlands that used to line the Willamette and Columbia Rivers in the Portland area.*

☉ *Smith and Bybee Lakes Wildlife Area is unique in being one of the largest freshwater wetlands within a city in North America.*

☉ *Even though it is surrounded by the city, many plants and animals have adapted and still live in Smith and Bybee Lakes Wildlife Area, demonstrating the resiliency of life.*

☉ *Wetlands are constantly changing environments. As the amount of water in SBLWA changes dramatically during the year, the different habitats change seasonally.*

☉ *The seasonal changes at the wildlife area create a diversity of habitats that supports many different kinds of wildlife.*

☉ *Most people are surprised by the diversity of wild animals living in SBLWA because animals are hard to observe and most people do not know the basic skills needed to see wildlife.*

☉ *SBLWA is part of the greater Willamette and Columbia rivers ecosystem and is even globally important as a wintering ground and stopover point for migrating shorebirds and waterfowl.*

☉ *SBLWA has been greatly affected by human activities and Metro is working hard to restore the wetlands to a healthy, natural system.*

The plan for the main interpretive panel at the new facilities is a graphic representation of the wildlife area through a cycle of the seasons. Here are some ideas for the four seasons that could somehow be represented or arranged in a circular design.

### WINTER

Rain; lots of water in lakes; many living things survive winter by becoming dormant; lots of waterfowl and birds of prey; great time to see animal paths in the leaves; just about all the plants here are deciduous so they are all bare; hidden growth underground; insects spend winter as eggs, larvae, or pupae;

### SPRING

Rain continues; lakes get more and more water; increasing daylength and warmer temperatures start "explosion" of new plant growth; seeds sprout and flowers bloom; migrating birds obvious; time for reproduction because of expanding food resources; birds singing to establish nesting territories; young rabbits can be seen; turtles come out of hibernation and bask on the logs; adult bugs emerge from pupae and the air is filled with flying insects;

### SUMMER

Long days and warm temperatures mean lots of plant growth; lakes start drying up; more and more insects all the time; start seeing young birds and other baby animals as the breeding season proceeds; life in the water increases; short nights mean some nocturnal animals are out more at twilight; bats flying overhead at night; see purple coyote scat full of blackberry seeds as they gorge on the ripe berries; shorebirds start passing through;

### FALL

Rains start; lots of fungus reproducing-mushrooms all over; fruits and seeds maturing on plants; many animals harvesting the bounty of fruits and seeds; flocks of cedar waxwings obvious with robins and flickers eating berries; bird migration starting; lots of young birds around; shorebird migration; egrets arrive by the dozens; waterfowl start arriving for the winter; leaves changing on the trees; "the yellow brick road"; big, mature spiders become obvious in their orb-webs; lakes get lower and lower;

# Smith and Bybee Lakes Wildlife Area

## Educational Programs 2003 - 2004

### School Field Trips

- ✎ School classes coming to S & B for a field trip
- ✎ Students, teachers, and parent helpers
- ✎ Available year-round but mainly done in Sept, Oct, April, May, June.
- ✎ Charge of \$2 per student
- ✎ Staffed by James and volunteer naturalists
- ✎ About 30 programs per school year
- ✎ Topics are wildlife watching and tracking and wetland ecology

### Youth Group Field Trips

- ✎ Scouts, campfire, day care, day camp, etc.
- ✎ Kids and their parent leader(s)
- ✎ Available year-round; most are fall and spring
- ✎ Charge of \$2 per child
- ✎ Staffed by James with occasional help from volunteer naturalists
- ✎ Variable, 5-10 programs a year
- ✎ Topics are wildlife watching and tracking, wetland ecology, and various other topics requested by leader such as outdoor careers.

### Other Group Field Trips

- ④ Wide range of groups -- church group, treatment programs, college classes, The Nature Conservancy, etc.
- ④ Mainly adults and older teens with leaders and/or staff
- ④ Available year-round; requests are pretty random
- ④ Charge of \$2 per person
- ④ Staffed by James with occasional help from volunteer naturalists
- ④ Number varies but is under 10 a year
- ④ Topics vary but are still focused on the plants and wildlife of the wildlife area and on nature observation skills. Some of these programs, especially for the college classes, are specifically about more advanced topics such as management practices at the lakes, teaching techniques for environmental education, and water quality testing.

### Bird Watching Walks

- Weekends; 2-hour-long bird watching walks for the general public
- Adults and a few older kids
- Year-round except for August and December
- Free
- Staffed by James
- Averages 14 - 18 a year
- Emphasis is on teaching beginners the basic skills of identifying birds

### Turtle Walks

- 🐢 Weekends; 1 to 2 hour walks for the general public focused on the western painted turtle
- 🐢 Families, lots of kids 4 to 10 years old
- 🐢 April through July
- 🐢 Staffed by James or by volunteer naturalists
- 🐢 Free
- 🐢 Twice a month during turtle season
- 🐢 In addition to thoroughly discussing turtle natural history and the plight of the western pond turtle, we observe and discuss other aquatic life we see or that comes up in questions.

### Twilight Tuesdays

- 🌐 Wednesday nights -- ha, ha, just checking to see if you're awake!
- 🌐 Tuesday evenings starting about two hours before sunset; very quiet walks for the general public
- 🌐 Adults and families
- 🌐 Summer
- 🌐 Staffed by James
- 🌐 Free
- 🌐 Six a summer
- 🌐 These are so awesome! This is where people learn that they can actually see mammals like beaver, deer, raccoon, nutria, otter, and mice by using the proper stalking and observing techniques. On almost every trip at least one aquatic mammal was seen, often beaver when the water level was higher. Baby beaver, nutria, and muskrat have been seen on some trips. This experience has a very dramatic impact on some people.

James Davis, Naturalist June, 2004

## Educational Programs at Smith and Bybee Lakes Wildlife Area By Fiscal Years, FY 99-00 to FY 03-04

*James FT  
fall '01*

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
# of School Field Trips	27	23	28	29	32
# of Public Programs <i>Greenscene</i>	38	46	35	34	32
# of Group Programs	16	20	11	13	10
# of Roving Contacts	3	8	3	9	12
Total #	84	97	77	85	86

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Attend at School Field Trips	929	757	1095	1144	1064
Attend at Public Programs	658	597	356	423	448
Attend at Group Programs	184	296	154	170	220
Attend at Roving Contacts	12	51	8	101	114
Total Attend	1783	1701	1613	1838	1846



Dear Mr. Davis,

I hope you had a great time with my class. Thank you for letting me use the telescope. I learned that animals depended on other animals that they eat. Also when you taught me the fox walk. I've seen deer, rabbit, and amphibians on my family's property. Thank you for letting me come!

Sincerely,  
Selma R.

