

921051

The Gardner School Wetland Project

The Gardner School
16413 NE 50th Avenue
Vancouver, WA 98686
(360) 574-5752
www.gardnerschool.org

Introduction and History

From the very beginning, The Gardner School has had a wetland and seasonal pond on the campus. These natural features are part of the Mill Creek watershed, which joins Salmon Creek downstream on the Washington State University Campus. Our former principal, Cat Wilson, applied for and received a Metro grant to enhance the wetland and use it for environmental education. We have been working on and learning about the wetland ever since.

Last year, we built a fence along the north side of the property and moved the fence on the west side, where it borders our playground, back a few feet to allow the wetland plenty of room. We also planted big leaf maples, vine maples and cascara trees in the northeast corner of the wetland area. We were able to eliminate some of the reed canary grass near the wetland, a project which continues this year.

Year 2000 Plantings

This year, we plan to enhance our wetland by adding several native plants to the landscape. In the wet areas around the edges of the pond, we plan to add cat tails, Scouler's willows, roses and salmon berry. These shrubs will provide an understory below the existing Oregon ash trees and provide habitat and food for a variety of animals. In the dryer areas to the east, we plan to add more vine maples, Indian plum and spirea.

Plants perform several functions: they reduce erosion by holding the soil in place, they help clean the water by filtering pollutants and they provide habitat for birds, amphibians and other animals.

Some of our plants will be given to us by Clark Public Utilities, the local power and water company. Some will be purchased from the Clark County Conservation District and Clark County's Mabry Nursery, a facility where low-risk jail inmates are rehabilitated by working to cultivate native plant species.

Building Projects

We are enhancing our wetland for wildlife and water quality, but we also want to provide access for people so we can continue to learn from nature. We will be using wood chips to build a trail around the wetland. By keeping people on the trail, we will reduce erosion and runoff into the wetland. We also plan to keep the trail several feet back from the edge of the pond so we don't disturb sensitive habitat.

Right here, next to the gate, we are planning to build a viewing platform big enough to hold an entire class, a teacher and several parent volunteers. This will allow us to get close enough to view wildlife in the pond, collect specimens of insect life and take water samples for testing; all

without damaging the edge of the pond and causing erosion. Several of our parents who are professional builders will be volunteering to work on the project. On the east side of the property in the meadow, we plan to place a few picnic tables and benches so parents and students can enjoy the wetland and the wildlife in it.

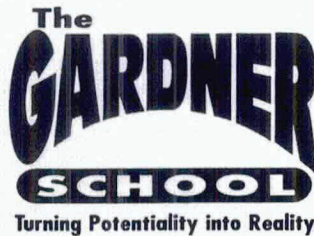
Taking Care of our Plants

Plants are subject to many hazards in the wild, but we plan to take special care of the plants we have added to our wetland. Each plant will be surrounded by a layer of bark dust for mulch. This will help retain moisture and nourish the roots of the plants. Tree trunks are being wrapped with foil. This helps keep mice and other rodents from chewing off the tender bark and killing the tree.

We will be taking measurements of all our plants to determine the most successful species and help guide future work. Volunteer parents and students will come to the wetland this summer to keep new seedlings watered and help remove non-native species.

Looking into the Future

Obviously, this is a long-term project. As our new plants grow, the wetland area will become a complex ecosystem where many different kinds of animals, including people, can thrive. In years to come, other plants will be added both by future students and by natural means. Our teachers will be learning more about ecology and Metro's grant will purchase curriculum packages which can be used for many years to come. New building projects are already in the works to provide low-impact access to our wetland. This wetland, and the conservation ethic that comes with it, will be an integral part of the growth of The Gardner School.



921051

ANNUAL ENVIRONMENTAL EDUCATION PROJECT MANAGERS MEETING

THE GARDNER SCHOOL WETLANDS RESTORATION PROJECT SUMMARY May 13, 1999

The Gardner School is a Pre-K - 8th grade private, not for profit school in Vancouver, WA. We have approximately 100 students and 20 faculty and staff. The School is situated on 5 acres of land near Salmon Creek. We just happen to have a very interesting wetland area that encompasses approximately one quarter of the total school property. It had been fenced off from the playground area and was considered to be an "out of bounds" zone for the kids prior to this year.

The Metro Greenspaces/U.S. Fish and Wildlife grant that we received in January of this year has completely revitalized the whole school. The teachers at our school have been developing curriculum that is used each week in the classroom and in our weekly hands-on work in the wetlands.

We now have a weekly series called "Wetlands Friday Classes" that involves five choices in which students can participate each Friday afternoon. These students range in age from 4 years - 13 years; every student has the opportunity to sign up for whatever looks interesting to them that week. Classes that have been offered reflect Multiple Intelligences and include: Naturescaping, Wetland Mapping, Enviro-Theatre, Mud Sculptures, Wetlands Sketching, Frogs, Documentarians & Journalists, Photography, Sing-alongs, Wood Duck Box construction, Native Plant ID, Invasive Plant Pulling, Watercolors, Painting, Poetry Corner, Pond Creatures, Microscopic Sketching, and more! Kids in the upper classes have also been doing water quality testing, soil testing, and detailed mapping of the wetland area. Lots of parents have been helping out as volunteers.

During our school auction this spring, there were 8 families that bid \$50 each to be sponsors for our Wood Duck Boxes. Names will be placed on individual plaques and then installed on each box to commemorate the sponsors. In a related project (not funded by the Metro Grant), families also bid to sponsor our outdoor classroom, which is adjacent to the wetland area.

We had a very successful event on Earth Day that included planting native trees and shrubs in the upland area, wetland clean up, kids flying their homemade (and recyclable) kites, musical performances by one of our teachers and her sister and a potluck. Everyone who attended had a great time.

This project has been a gathering point for our community. The kids come together in an all-school assembly at the end of each "Wetlands Friday Classes" series and share what they've learned that afternoon with the whole group. Last week, one of our 2nd graders said, "I never really thought about how important nature was until we started studying our wetlands. Now I care about the animals who live there."

Lynn Wilson-Dean gave us a great referral for a supplier of native plants here in Clark County, and we are hoping to develop a close working relationship with them.

We are in the process of forming a committee to plan out the nature trail, a viewing platform, and consider the construction of a bioswale. All of the upper school kids want to be on the committee.

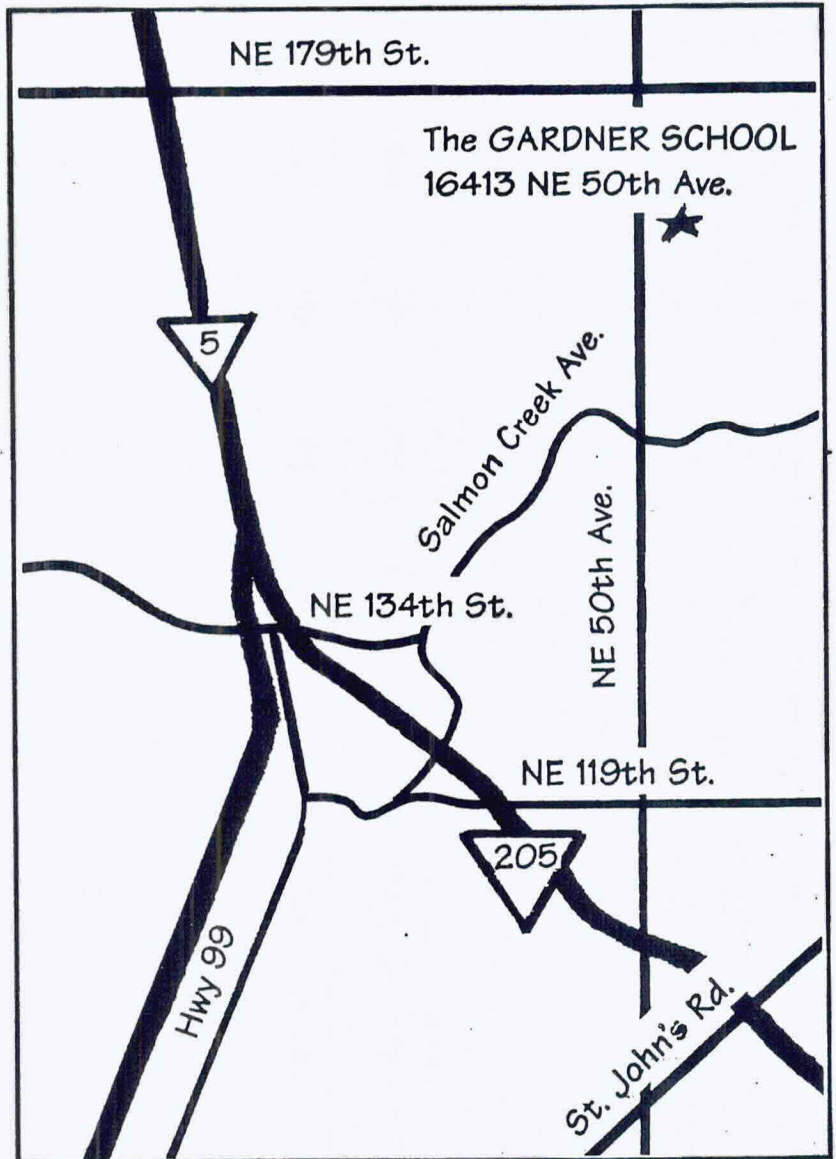
Thanks,

A handwritten signature in black ink that reads "Cat Wilson".

Cat Wilson
Wildlife Steward
Interim Principal

How to get there . . .

TAKE I-5 NORTH
TO 134th ST EXIT.
TURN RIGHT AND
FOLLOW ROAD TO 50th
AVE. TURN LEFT ON
50th AND SCHOOL
IS 7/10 MILE ON
RIGHT.



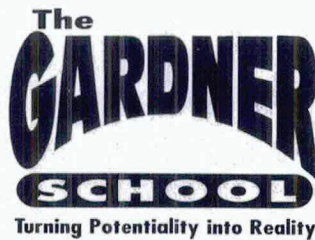
Virginia
Morse M 6/3 2x
(360) 574-5752

The Gardner School of Arts & Sciences

16413 NE 50th Ave.
Vancouver, WA 98686

Phone (360) 574-5752

Fax (360) 574-5701



May 11, 1998

Lynn Wilson
Metro Parks and Greenspaces
600 NE Grand Ave.
Portland, OR 97232

Dear Lynn,

Thank you for your interest in The Gardner School. We are pleased to enclose information regarding our school's mission and curriculum. This material will provide an overview of The Gardner School's unique learning environment, as well as an introduction to Multiple Intelligences.

We welcome you to call at any time for additional information or to make an appointment to visit the school. We look forward to hearing from you.

Sincerely,

Virginia Sewell Morse
Director



THE VISION: The Gardner School is dedicated to providing the highest quality education that nurtures and develops the unique potential of each student.

Within an intellectually lively and nurturing community, students develop a rich background in academics, the arts, thinking and social skills, with a deep sense of who they are and what they can do. Their love of learning, excitement about life, and self-confidence become the foundation for lifelong growth and success.

THE MISSION: The mission of The Gardner School is to assist each student in mastering the skills necessary to:

- *build knowledge and depth of understanding in core disciplines and multiple intelligences;*
- *become independent learners who can think critically and creatively, understand complex topics and apply knowledge to novel situations;*
- *communicate effectively through listening, speaking, writing, reading, visual, musical and symbolic forms;*
- *develop the skills and attitudes to become self-confident, lifelong learners dedicated to excellence;*
- *demonstrate the compassion, respect, cooperation and integrity necessary to build community;*
- *understand and value our connection to earth, spirit and humanity;*
- *act as responsible global citizens who value diversity.*

THE PHILOSOPHY: The Gardner School is based on the principle that all students differ in their abilities, learning styles and interests, and that these differences must be acknowledged and nurtured, thus empowering students to learn and make choices based on their own strengths and talents.

The Gardner School promotes "teaching for understanding" to increase students' understanding of the most important questions about the world in which we live and to enable them to be intellectually, emotionally, socially and physically prepared to live and work effectively in an ever-changing world.

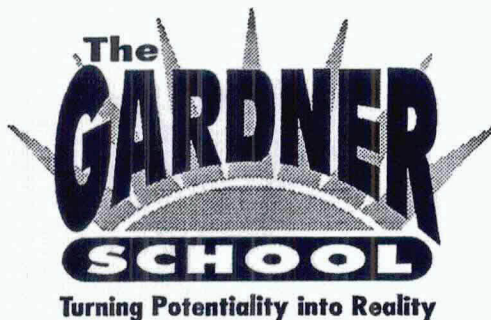
THE SETTING: The Gardner School is a non-profit, independent, elementary and preschool in Vancouver, WA. Our five-acre rural setting provides students with fertile ground for exploration and discovery and rich opportunities for outdoor adventures. Our proximity to the new Washington State University campus and its greenspaces provides access to additional facilities and natural habitats.

THE COMMUNITY: The Gardner School serves children, including those who are gifted and/or learning disabled, in preschool through the seventh grade. Each class is limited in size to ensure individualized attention. Mixed-aged grouping is an important feature of The Gardner School, reflecting our belief that combining ages helps create a sense of community. At The Gardner School, diversity in the classroom, community and world is celebrated. Students are taught to appreciate the complexity and variety of the world in which they live. We seek to create a respectful academic environment where teachers, students and parents are partners in learning.

THE FACULTY: Every member of the Gardner staff is devoted to supporting each child in all that she or he is becoming. Our teachers bring a wealth of experience, imagination and energy to their work with their students. The teachers act as facilitators and managers of instruction, creating the proper learning context to help students take responsibility for their own learning. Faculty are chosen with complementary skills, so that there are "experts" in each of the seven intelligences. We look for teachers who can touch both the mind and the heart.

THE CURRICULUM: The Gardner School supports a rigorous, creative and enriching curriculum based on current research and children's changing needs. Students build a firm foundation in reading, writing and math. Grouped according to ability, students progress at their own pace. Individualized tutoring is available if needed. Howard Gardner's multiple intelligence theory provides the framework for designing thematic units that include cooperative group work, all-class projects and individual pursuits. The classroom extends beyond the campus into the larger community, with field trips, visiting experts and mentor programs. At every stage, students' performance is evaluated using authentic assessment tools to ensure continuing growth and development.

The Gardner School is registered with the Washington State Office of Public Instruction, which has developed a set of Common Curriculum Goals for each subject area. The Gardner School incorporates these goals in designing our curriculum. We also incorporate guidelines provided by professional educational associations, such as the National Council of Teachers of Mathematics and the National Council of Teachers of English.



Smart School Principles

The Smart Schools model, developed by David Perkins and colleagues at Harvard Project Zero, is based on two guiding principles for good education: 1) Learning is a consequence of *thinking* - and good thinking is learnable by all students; 2) Learning should include deep understanding, which involves the flexible, *active* use of knowledge. Seven key components of the model can help students to develop into reasoning, caring intellectually empowered citizens of their school and the world in general.

- 1. Generative Knowledge** Schools must examine carefully what disciplinary and interdisciplinary content will most benefit students. Identifying and structuring that content which has the greatest potential for students' development is an important starting point for the Smart Schools model.
- 2. Learnable Intelligence** Contrary to a psychological tradition that tends to view intelligence as a fixed quantity, much of the research of our own group and others' indicated that students can and do learn ways of thinking that can boost their performance. The integration of the teaching of higher-order thinking into subject matter instruction and the creation of a school culture that champions and scaffolds such thinking can have a significant effect on students' own view of their abilities and on their learning.
- 3. Focus on Understanding** While there are many legitimate goals for students, often a focus on deep understanding gets lost in the day-to-day life of the school. In the Smart Schools model, we place an emphasis on student work that *builds and demonstrates* deep understanding in contrast with rote or narrowly defined outcomes.
- 4. Teaching for Mastery and Transfer** A simple but powerful maxim of education is that *students learn much of what they have a reasonable opportunity and motivation to learn*. Teaching moves that explicitly model, scaffold, motivate, and help students to bridge what they learn to new contexts (transfer) greatly enhance the likelihood that students will learn well and actively use what they learn.
- 5. Learning-Centered Assessment** Assessment at its best functions as a reflective and evaluative tool for learning. It involves the intimate participation of students as well as teachers and creates a dynamic in which students take on the ultimate responsibility for their own understanding.
- 6. Embracing Complexity** Insightful thinking and deep understanding require students to be able to deal with and even thrive on complex situations and problems. The Smart Schools model involves learning situations that help students build skills and tolerance for complexity and begin to develop a sense of excitement in the face of intriguing and difficult problems, and also supports teachers in managing the complexities of new viewpoints and practices.
- 7. The School as a Learning Organization** Just as schools are places of growth for children, they should be places of growth for faculty and administrators--where the pursuit of intellectual interests and professional collaborations are supported and encouraged. In addition, the successful learning organization institutes structures that enable all members of the school community to collaborate in the processes of direction-setting and self-monitoring, creating a dynamic system that changes as the needs and the vision of the community changes.

The Smart Schools model outlined above can help schools create a learning community that is steeped in thinking and deep understanding that engenders respect for all members of the school community, and that produces students ready to face the world as thinking, responsible members of a diverse society. The Smart Schools Group at Harvard Project Zero has entered into consultative relationships with schools and school systems interested in creating this type of education for their students.

VERBAL/LINGUISTIC

- Reading
- Vocabulary
- Formal Speech
- Journal/Diary Keeping
- Creative Writing
- Poetry
- Verbal Debate
- Impromptu Speaking
- Humor/Jokes
- Storytelling

LOGICAL/MATHEMATICAL

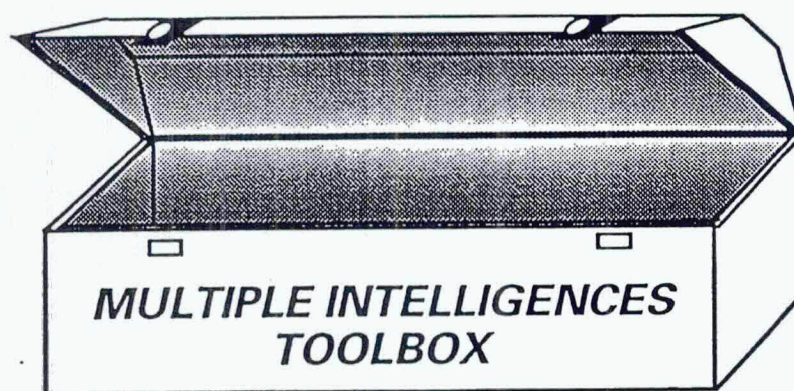
- Abstract Symbols/Formulas
- Outlining
- Graphic Organizers
- Number Sequences
- Calculation
- Deciphering Codes
- Forcing Relationships
- Syllogisms
- Problem Solving
- Pattern Games

VISUAL/SPATIAL

- Guided Imagery
- Active Imagination
- Color Schemes
- Patterns/Designs
- Painting
- Drawing
- Mind-Mapping
- Pretending
- Sculpture
- Pictures

BODY/KINESTHETIC

- Folk/Creative Dance
- Role Playing
- Physical Gestures
- Drama
- Martial Arts
- Body Language
- Physical Exercise
- Mime
- Inventing
- Sports Games

**MUSICAL/RHYTHMIC**

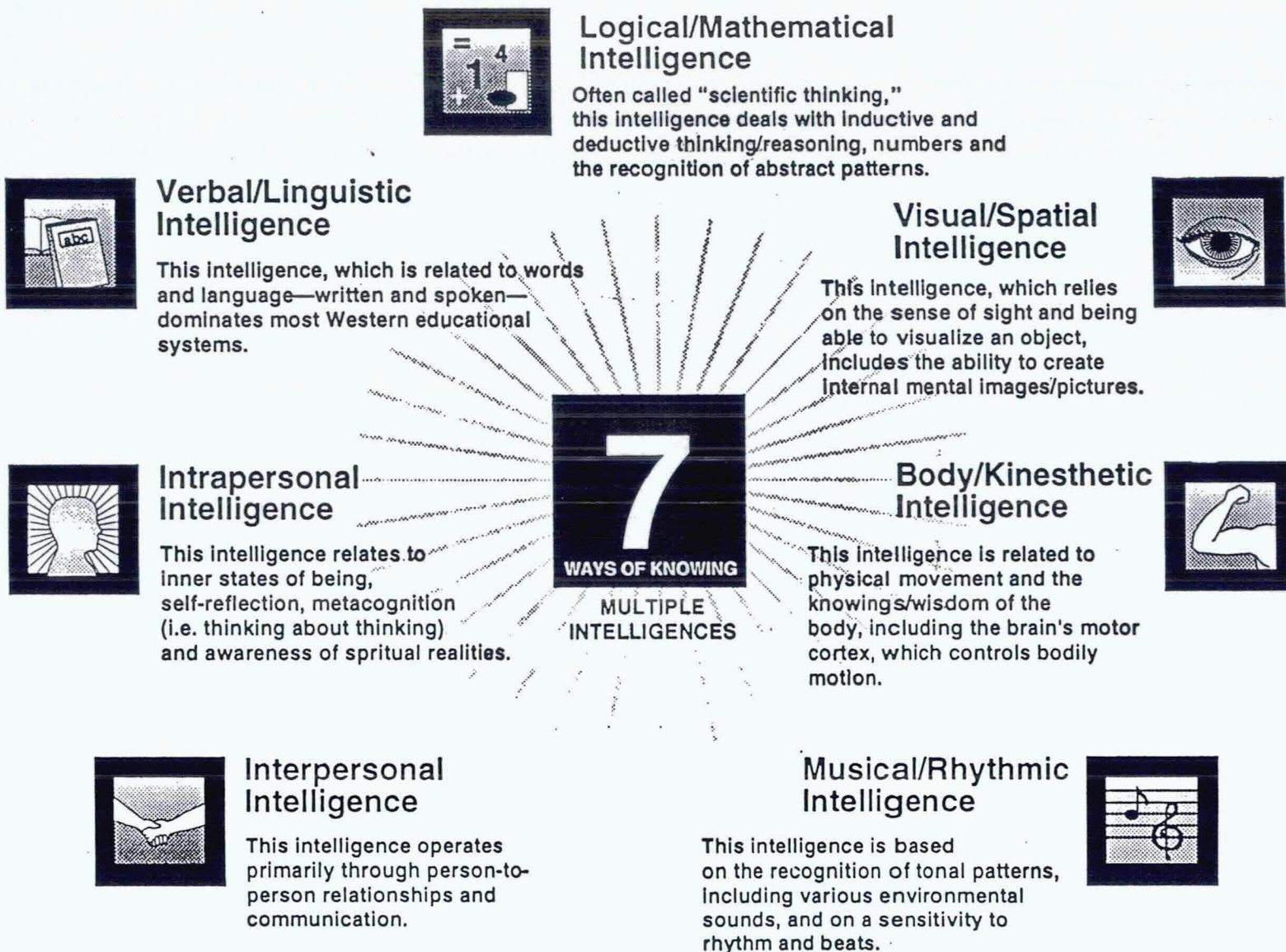
- Rhythmic Patterns
- Vocal Sounds/Tones
- Music Composition/Creation
- Percussion Vibrations
- Humming
- Environmental Sounds
- Instrumental Sounds
- Singing
- Tonal Patterns
- Music Performance

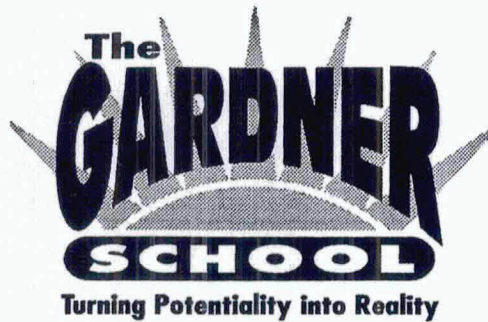
INTERPERSONAL

- Giving Feedback
- Intuiting Others' Feelings
- Cooperative Learning Strategies
- Person-to-Person Communication
- Empathy Practices
- Division of Labor
- Collaboration Skills
- Receiving Feedback
- Sensing Others' Motives
- Group Projects

INTRAPERSONAL

- Silent Reflection Methods
- Metacognition Techniques
- Thinking Strategies
- Emotional Processing
- "Know Thyself" Procedures
- Mindfulness Practices
- Focusing/Concentration Skills
- Higher-Order Reasoning
- Complex Guided Imagery
- "Centering" Practices





ELEMENTARY SCHOOL PAYMENT OPTIONS 1998-1999 *

A. Annual Tuition Payment Plan

Receive 5% discount (\$330)

Remit full amount by July 1, 1998

Total Tuition for the Year \$6,270.00

B. Semi-Annual Tuition Payment Plan

Receive 3% discount (\$198)

Remit 1/2 by July 1, 1998 (\$3,201.00)

Remit 1/2 by January 1, 1999 (\$3,201.00)

Total Tuition for the Year \$6,402.00

C. Monthly Payment Plan

Remit \$660.00 on the first of each month:

July 1, 1998 through April 1, 1999

Total Tuition for the Year \$6,600.00

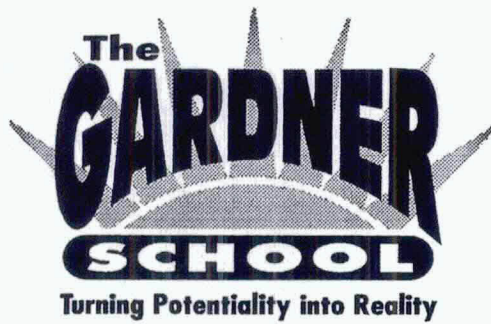
Second and Third Child Discount

There is a 10% discount for the second child enrolled, and a 15% discount for the third child enrolled. This discount applies to elementary tuition only; all other fees are excluded. (If you choose to pay full tuition for each child you may claim the difference between the discounted tuition and the full tuition as a tax-deductible donation.)

There are limited partial tuition scholarships available.

We also offer individualized remedial reading and math programs for an additional \$250/month.

* Fees subject to change for the 1999-2000 school year.



1998-1999 PRESCHOOL AND EXTENDED CARE FEES *

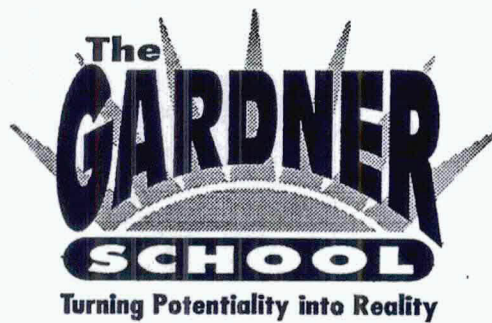
Preschool:

3-year old class	8:45-11:45	2 days/week	T/TH	\$130/month
4-year old class	8:45-11:45	3 days/week	M/W/F	\$190/month
Pre-Kindergarten/Kindergarten	12:15-3:15	5 days/week	M-F	\$320/month

Extended Care:

Before School Care (all ages) 7:45-8:45		\$5/day
	Scheduled monthly	\$75/month
After School Care (all ages) 3:15-5:15		\$5/hour
	Scheduled monthly	\$150/month

* Fees subject to change for the 1999-2000 school year.

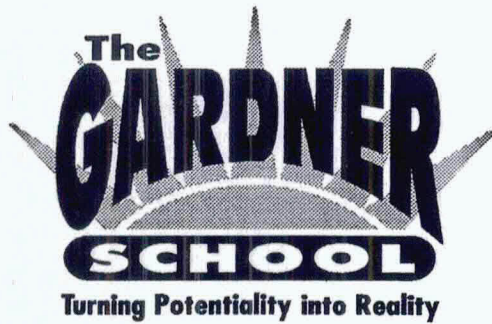


ADMISSIONS PROCEDURES

- Step 1 Submit Application for Admission with \$100 fee.
- Step 2 Schedule Individualized educational assessment.
- Step 3 Upon notification of acceptance, complete registration packet, sign contract, pay tuition.

We seek a diverse student body at The Gardner School. Our main criteria in accepting a student is whether we can effectively meet that child's needs. It is essential that there is agreement between parents and school about philosophy and curriculum.

The Gardner School admits students without regard to race, color, creed, national or ethnic origin.



Application for Elementary School Admission

I. STUDENT INFORMATION

First Name Middle Name Last Name

Name by Which Child Likes to be Called (Nickname)

Home Address

City State Zip

Phone

Date of Birth Place of Birth

Male ☐ Female ☐

Application for the school year 19__ to 19__ for grade__.

PLEASE ATTACH PHOTO
HERE

(Optional)

II. PARENT INFORMATION

Father

First Name Middle Name Last Name

Home Address

City State Zip

()

Home Phone

()

Cell Phone

Occupation

Place of Employment

Work Address

City State Zip

()

Work Phone

()

Fax Number

Mother

First Name Middle Name Last Name

Home Address

City State Zip

()

Home Phone

()

Cell Phone

Occupation

Place of Employment

Work Address

City State Zip

()

Work Phone

()

Fax Number

III. SPECIAL INFORMATION

1. Parents are: Married ☐ Mother deceased ☐ Mother remarried ☐ Separated ☐
Divorced ☐ Father deceased ☐ Father remarried ☐ Other ☐
2. Who has legal custody of this child? _____
3. If parents are divorced or separated, to whom should correspondence be sent? _____
4. Who is financially responsible for this child? _____
5. Please list all other children in the family:
- | Name | Current Grade | Current School |
|-------|---------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
6. Please list any other people living in the household (stepparent, relative, housekeeper):
- | | |
|------------|-------------------------------|
| Name _____ | Relationship to Student _____ |
| Name _____ | Relationship to Student _____ |

IV. SCHOOL INFORMATION

Current School:

Name of School _____	Phone Number _____
Address _____	Fax Number _____
City _____ State _____ Zip _____	Teacher's Name _____
District _____	Principal's Name _____

The Gardner School encourages and supports a multi-cultural school community with a diversity of religious beliefs. Each applicant is invited, but not required, to provide a statement that identifies his or her heritage _____

The application fee is \$100.00. This includes an individual educational assessment to help identify specific learning strengths and weaknesses, as well as to establish a baseline for measuring growth.