
STORAGE

Greeting fellow FNC members,

Storage remains an issue that concerns us all. It directly impacts instruction as it affects how we manage our classroom environment, materials and supplies.

This year storage has been a particularly vexing issue, since many began the school year without sufficient storage space while having to accommodate for room changes. Many of us continue to struggle with storage issues today.

Next year's classroom configurations may be affecting us differently. Have we examined likely scenarios and the vested interests of teachers to anticipate our storage needs?

To avoid further consternation, could we please discuss these issues at our next meeting, before making final decisions on where storage sheds are placed.

Thank you!

Sincerely,

Rob

GARDEN CONSULTANT

TO: John Carroll, BSUSD Board
FROM: Rob Hoge
RE: Proposal for School Garden Consultation Services

February 16, 2018

Dear John and BSUSD Board Members,

As our district is on the cusp of implementing a Green STEAM program, an Outdoor Classroom and “rigorous PBL,” there remains much work to be done. While these components hold great potential for addressing disciplinary content standards bringing relevance to our curriculum, our school gardens remain largely unsustainable. Workable gardens are vital to our GreenSTEAM program. At this time, we need specialized help establishing them. For these reasons, I encourage us to consult the experience and expertise of local permaculturalist, John Glavis. His resume is below for your perusal.

Objective: Facilitation in designing, coordinating, and implementing sustainable school gardens. Despite our many successes, this remains a formidable undertaking. The task encompasses vision, a horticultural knowledge base, and the wherewithal to collaborate with students, teachers, parents, farmers, artists, agencies, and our local community. Moreover, our objective dictates we build capacity for interfacing our school garden program with GreenSTEAM curricula and K-8 learning standards. John’s consultation can help orchestrate this enterprise while benefiting school garden coordination in the following ways:

- Site preparation and installation for the “Living Earth Structures” Project (pending FNC recommendation and board approval, see details below).
- Vision and oversight; create and maintain infrastructure: tool sheds, potting sheds, greenhouse nurseries; soil science and fertilization; irrigation; propagation planning, planting, cultivation, and harvest; landscaping; fencing; tool maintenance
- Help target essential learning outcomes for emerging GreenSTEAM curricula and PBL, per Next Generation Science Standards and Common Core State Standards
- Apply pedagogy that supports Social Emotional Learning; Experiential Learning; Project Based Learning; and Blended-Learning experiences
- Interface with “Zero Waste” food recycling and composting systems
- Cultivate vermiculture
- Manage “Living Willow” projects
- Interface with After School, Summer School and Summer Camp sessions.
- Document student achievement through various media
- Research grant funding
- Support community in developing gardening skills
- Liaison and build capacity with local community, farmers, artists and agencies; the University of San Francisco Environmental Studies “Youth Stewards of the Land” Project; Bolinas Community Center’s Art Garden and Food Festival; Marin Master Gardeners, U.C. Cooperative Extension Agricultural Experiment Station, and U.C. Integrated Pest Management System

Compensation: This would be an on-call consultation service @ \$40.00 per hour, and coordinated with Rob Hoge. Consultation services would not exceed (30) hours a week during the school year, and (25) hours a week during the summer months.

Operating Budget: Coordinated with Rob Hoge and Facility Needs Committee

In a community that socially acknowledges itself as “nature-loving,” is garden-based education superfluous? I maintain that our passion for what is “green” is more than a mindset-- it is an untapped resource. Our cultural edge engenders a unique capacity, i.e., the agency to address the environmental imperative collectively with experience and wisdom. Please consider John’s influence as an opportunity to leverage our best intentions to improve school garden coordination with our GreenSTEAM vision.

Sincerely,

Rob Hoge

RE: "Living Earth Structures" Project: (<http://livingearthstructures.com/>) Miguel Elliot is poised to "cob-construct" a wood-fired oven and "cobin" for our Bolinas Outdoor Classroom. The purpose of the "Living Earth Structures" project is to demonstrate the concept of earthen structures, cob-construction, and using all recycled and natural building materials. The project would embrace STEAM methodology and PBL, allowing students to participate in the building process while learning disciplinary core content standards. While the “cobin” would help showcase our gardens, it is intended as a general play space for children in our community. School programs that stand to benefit long term include: recesses, after school, summer school, summer camp, and the Stinson-Bolinas community, at large. In addition, the “cobin” may accommodate our Outdoor Classroom, or serve as a music studio or a hangout for private counseling sessions. A wood-fired oven would greatly benefit our community wide potluck events, as well as provide a vehicle for future fundraising efforts. Altogether, the final outcome serves our community through education.

Resume

John Robert Glavis

DOB: November 4, 1950

Place of Birth: Titusville, PA., U.S.A.

SS#: XXX-XX-3980

Present address: P.O.Box 513, Bolinas, CA. 94924

Phone: 415-484-3033

Email /Social media: heirloomhuman@gmail.com or FB, John.Glavis

- 1968: Graduate, Ashtabula H.S. Ashtabula, Ohio
- 1968: Service work, Grace Children's Hospital at Port-au-prince, Haiti,
- 1968-1971: Attended Kent State University. Major, Biology; Minor, English; Founded “Citizens for Survival,” local Ohio environmental organization; Taught creative movement in the public schools and Ashtabula Arts Center
- 1970: Organizer for the First Earth Day ceremonies at Kent State University
- 1971: Attended Ohio State University Int'l Studies Program- Kenya, Tanzania, Africa
- 1973-1978: Residence in Guatemala. Photographer, Univ. of Penn; Mayan archaeological project at Quirigua; Biology teacher at American School, Indigenous textile research and design - Ixchel Museum / Estudio Punto Uno Village medical aid and assistance following the 1976 earthquake
- 1979 - Present: Residence in California. Established “Bolinas Landscapes,” privately owned gardening business; Instructor, dance/ exercise classes at the BCC; began studies in indigenous wisdom and healing traditions with Native mentors.

- 1990-1992: Residence in Hawaii. Established organic food production gardens for Kalani Hanua Resort, Pahoia, HI
- 1993: Cook and Guide, Kachemak Bay Lodge, Homer, Alaska
- 1995: Residence in Ecuador. Managed a B&B in Banos and studied rainforest culture, Secoya tribe at Amazon headwaters; Festival of the Pacific Arts, New Caledonia, Polynesia; Organized an International Tour of the Lifou Island Dance Troupe to Hawaii, Los Angeles and Bolinas, California
- 2000: Earthen building project, Issan, Thailand, w/Kleiwerts, Asheville, N.C.
- 2011-2012: Residence in Belize. Design and installation of gardens for Bel Campo Eco-Lodge, Punto Gorda, Belize
- 2004: Created the "BoTierra Biodiversity Research Center." Managed and maintained a large propagation garden; offered adult and children's classes
- 2004-06: Exhibitor, National Heirloom Exposition. First Prize in Education, 2004; Biodiversity seed exhibit, Second Prize, 2005
- 2004-2012: Served on the BPUD Design Board for Downtown Park
- 2014-2017: Pizza baking with the Bolinas Summer Camp in the Park oven
- 2014- Present: Initiated Coast Cafe Project; permaculture design plan for undeveloped downtown land and water meter; alternative resource use; potential housing in conjunction w/ BCLT; village food system interfacing

UPSTAIRS MULTI-PURPOSE ROOM

Dear Facilities Committee,

We are writing in hopes that you can help us with a dilemma. Some of us use our upstairs room for lunch and as an escape from the classroom. We would love this to be a designated teacher space but it seems to be encroached upon more and more each year. For example, sometimes we're told to hurry up and eat because an IEP is going to start. Sometimes the door is locked due to negotiation meetings, or closed session board meetings. Two week ago there were two middle school girls up here, with an adult, laminating, so we could not speak freely during our duty free lunch.

There are many solutions to this problem. The most permanent solution would be to build a wall and divide the room in half, with the refrigerator and sink being in the staff room end, with the other half being a book room/meeting room. Less permanent options include:

- ✚ Making the counseling room available for IEPs and other meetings
- ✚ Looking at the Bat Cave more efficiently so that it could be used for some of these activities
- ✚ Checking the schedule of the STEAM room to see when it is available or not

We would love your immediate help with this problem: it has been going on too long. Currently a major goal for all of our staff is self-care. A dedicated room would mitigate the continued anxiety that arises due to this issue.

Lots of love and hugs,

Anny & Rebecca

Living Earth Proposal

I was especially looking forward to presenting the proposal on the Living Earth Structure project. However, we (Miguel Cobalot, John Glavis, and Melinda Stone, Kevin Pedersen) figured it would be better to postpone the proposal until we could do it all together, at our next meeting.

That said, I have shared with you the Google doc for your perusal. If you have any questions or concerns regarding the scope of the project, please let us know so that we may address them forthwith.

Thank you for your attention to this matter.

Sincerely,

Rob