

MILLBRAE ELEMENTARY SCHOOL DISTRICT LIVING SCHOOLYARD OVERVIEW AND CURRENT STATUS

Last Updated May 2022

PURPOSE AND OVERVIEW

The Millbrae Elementary School District (MESD) Living Schoolyard Overview synthesizes the history and current efforts to promote on-site opportunities for connecting students to the natural environment, adding ecological benefits to campus grounds, and diversifying outdoor play/recreation opportunities. MESD's Living Schoolyard Overview utilizes the 4C's Whole School Sustainability Integration Framework to discuss how living schoolyards is incorporated into all aspects school communities: Campus and Operations, Curriculum and Instruction, Community Engagement, and Institutional Culture - *learn more about this 4Cs Whole School Sustainability Integration Framework [here](#)*. The purpose of the MESD's Living Schoolyard Overview is to: 1) report on the history of living schoolyard efforts 2) assess the current grounds and outdoors infrastructure for living schoolyards (as of 2022), and 3) provide recommendations for equitable access to living schoolyards on all MESD campuses.



Green Hills Seating Area

LIVING SCHOOLYARD OVERVIEW PROCESS AND METHODOLOGY

MESD developed the Living Schoolyard Overview with the San Mateo County Office of Education's (SMCOE) Environmental Literacy and Sustainability Initiative (ELSI) in Spring 2022 (February - June 2022). MESD and ELSI partnered to develop a process and methods to evaluate the living schoolyard past and present efforts at all school sites within the district. ELSI worked with district staff and principals to identify the goals and objectives of the Living Schoolyard Overview, and visit each school site. School site visits were conducted with principals and ELSI staff using a rubric for the living schoolyard criteria of outdoor learning, ecological benefits, and diversified play/recreation.

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I. INTRODUCTION TO MILLBRAE ELEMENTARY SCHOOL DISTRICT

Geography and Jurisdiction

The City of Millbrae is a small suburban community situated in northern San Mateo County adjacent to the San Francisco International Airport, with a population of 21,532 covering 3.2 square miles. The Millbrae Elementary School District (MESD) is a TK-8 district that operates five schools within the City of Millbrae: Green Hills Elementary, Lomita Park Elementary, Meadows Elementary, Spring Valley Elementary and Taylor Middle School.



Demographics

MESD serves approximately 2,500 students in TK-8th grades. 25% of students qualify for Free and Reduced Lunch, and 18% of students are English Language Learners. In 2020-2021 MESD spent an average of \$11,735 per student. The chart below summarized school enrollment data for 2020-2021:

School Site	Student Enrollment	% FRL	% Unduplicated	% English Learners
Green Hills	348	15.80	28.74	20.10
Lomita Park	301	55.80	67.11	41.90
Meadows	407	24.10	32.92	15.00
Spring Valley	414	9.40	27.29	21.50
Taylor Middle	762	27.80	30.97	9.40

Grounds and Living Schoolyards Efforts History

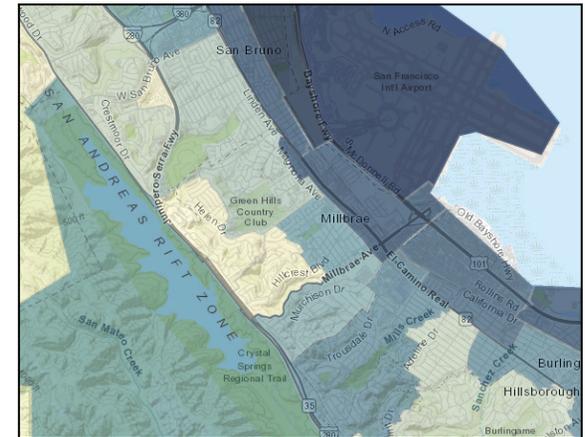
MESD manages 46.2 acres (approximately 0.07 square miles; 2% of the City) of land across all five school sites, and partners with the City of Millbrae to maintain and use the athletic fields at all school sites. These athletic facilities are used by the greater community for sporting events, athletic leagues, and activities. The remainder of MESD grounds are managed by MESD facilities department, with contracted labor when significant or skilled tasks are needed, such as tree removal.

School grounds across MESD have been enhanced over the years to be a resource for students and the community to access the outdoors, and to include Living Schoolyard elements such as: increased tree canopy, school gardens, and outdoor learning. These efforts have been led by diverse school

stakeholders including partner organizations, staff, faculty, and students. At the center of these grassroots efforts has been student health and wellbeing, with a learning emphasis on understanding local food systems and science.

Pollution Burdens

About CalEnviroScreen: [CalEnviroScreen 4.0](#), is a mapping tool that helps identify California communities that are most affected by many sources of pollution, and where people are often especially vulnerable to pollution's effects. On the CalEnviroScreen map, the results for each indicator, like **pollution burden**, range from 0-100 and represent the percentile ranking of the census tract each school is located in relative to all other census tracts across California. Pollution Burden Number/Rank is derived from indicators such as: exposure risk to diesel fumes, traffic, ozone, toxic releases, and the rates of lead in housing. The **percentile** rating indicates the aggregate rating of the particular census tract across all indicators compared to the average in the state, with additional factors such as groundwater threats, hazardous waste, asthma rates, unemployment, and housing burden incorporated into the overall percentile measurement.



CalEnviroScreen 4.0 Millbrae Area Pollution Burden Filter

Pollution Burden in Millbrae Elementary School District Census Tracts

According to [CalEnviroScreen 4.0](#), the mean of the City of Millbrae's pollution burden puts it into the 30th percentile across California. When analyzed by census tract within Millbrae, this burden is extremely varied, with the census tract closest to the airport falling into the 72nd percentile of pollution burden, while the tract furthest away is in the 5th percentile. This speaks to the very different environmental health exposures happening across both the City of Millbrae and Millbrae Elementary School District.

The table below compares school sites in MESD with [CalEnviroScreen 4.0](#) Pollution Burden and Percentile Ratings

School Site	Pollution Burden*	Percentile*	General Geography Considerations and Variables Notes
Green Hills	29	15	Located just to the east of Green Hills Country Club and close to El Camino Real commercial corridor, Green Hills is approximately 1.58km from the 101 freeway.
Lomita Park	72	48	Located directly beside CalTrans train track; also just under 500 meters from the 101 freeway with SFO airport only about 2km away (with major plane activity/runway area even closer).
Meadows	5	12	Situated further from the main transport corridor of the 101 freeway than most of the other schools in the district, Meadows is just to the west of Green Hills Country Club and nearby to San Andreas Lake,

			about 500m away from the smaller 280/Junipero Serra freeway.
Spring Valley	33	18	Situated in a residential area approximately 1.7km east of the 101 freeway, and 1.5km west of the 280 freeway, Spring Valley is a good distance from both of these transportation thoroughfares.
Taylor Middle	40	26	Similarly to Spring Valley, Taylor Middle is situated in a residential area directly between the 101 freeway (approximately 1.9km distant) and the 280 freeway (approximately 1.5km distant).

*0-lowest pollution risk factors; 100-highest pollution risk factors

**0-lowest pollution and no negative health outcomes; 100-highest pollution and most negative health outcomes

II. SCHOOL SITE LIVING SCHOOLYARD EFFORTS ASSESSMENTS

Each school site in MESD has a unique campus with different living schoolyards, existing efforts, and long-term visions. MESD evaluated each school site individually in order to develop a district-wide plan that includes priorities for all schools, and works towards equitable distribution of resources. The table below includes links to each school site's living schoolyard overview, and a summary of each school's current efforts and next step recommendations.

	<p><u>Green Hills Elementary School:</u> Green Hills campus has many small landscaped areas that have potential for outdoor learning and school gardens. Green Hills has a small demonstration California native habitat garden which features drought tolerant plants. Notably there is an area on campus with dormant raised garden beds that could be revitalized to have additional ecologically beneficial growing spaces. Priorities for next steps at Green Hills should include designated outdoor learning areas and increased trees to reduce heat in play areas.</p>
	<p><u>Lomita Park Elementary School:</u> Lomita Park teachers and students have demonstrated interest in outdoor learning, gardens, and demonstration on-site composting. Lomita Park has the highest pollution burden, and lowest tree canopy of MESD schools (see pollution burdens). This school site anticipates major construction and renovations as a priority, therefore recommendations for living schoolyards is focused on long-term planning and ensuring a school design that promotes a connection to the outdoors and addresses the inequitable pollution burdens faced by students/staff at this site.</p>
	<p><u>Meadows Elementary School:</u> Teachers and community partners have worked together to establish a school garden, with vertical garden features, at Meadows Elementary School. Meadows has partnered with Life Lab, Education Outside, the San Mateo County Community Garden Program, to host garden curriculum and instruction. This school site has the highest tree canopy percentage, and lowest pollution burden in MESD. Priorities for next steps at Meadows should include designated outdoor learning areas.</p>

	<p>Spring Valley Elementary School: Spring Valley Elementary has an ongoing partnership with the PTA Dad’s Club to maintain a robust garden with raised vegetable beds, on-site composting systems, and edible fruit trees. Priorities for next steps at Spring Valley should include designated outdoor learning areas and increased tree canopy.</p>
	<p>Taylor Middle School: Taylor Middle School’s “Taylor Farm” has been championed by a strategic volunteer, and increasingly with student leadership. The Taylor Farm has large raised garden beds for annual fruits and vegetables, on-site composting, and edible fruit trees. Priorities for next steps at Taylor Middle include diversifying outdoor recreation options at increasing student leadership in living schoolyards efforts.</p>

III. LIVING SCHOOLYARDS 4C’s INTEGRATION AND PRIORITIES

Implementing a district-wide initiative requires a collective vision, careful attention to equitable distribution of resources, and participation from individuals, departments, school sites, and the greater community. The following section outlines the big picture vision for Millbrae Elementary School Districts (MESD) commitments to living schoolyards, as well as providing a high level overview of the district vision for what integration of living schoolyards can look like across the Campus (facilities and operations), Curriculum, Community, and Institutional Commitments. *Details of how each site is progressing towards this vision and key strategies can be found in the [School Site Living Schoolyard Efforts Assessment](#) section.*

INSTITUTIONAL COMMITMENTS TO LIVING SCHOOLYARDS

Institutional commitments are measurable actions in the strategic planning and policies of the districts. These commitments are supported by MESD School Board of Trustees and District Leadership teams.

Current Institutional Commitments

The table below summarizes known efforts to embed living schoolyards into MESD’s institutional commitments.

Effort	Description
Board Policies	Millbrae Elementary School District Board of Trustees has approved two Board Policies that support the adoption of outdoor learning: BP 3510 Green School Board Operations and BP: 6142.5 Environmental Education

Facilities Master Planning	MESD's Facilities Master Plan does not directly address living schoolyards, or discuss sustainability as a district-wide priority.
Strategic Plan	MESD's Strategic Plan has strategic directions that connect directly towards environmental topics. MESD's strategic direction of "Connect Self and Learning to the World " as well as "Foster an Innovative Learning Environment" can both be accomplished through outdoor learning, and investing in living schoolyards initiatives.

Staff Living Schoolyard Priorities for Future Institutional Commitments

Each Principal in MESD was asked to provide their top three priorities for developing living schoolyards as part of the assessment process. By establishing priorities MESD can determine how to equitably distribute funding, design grounds that serve the needs of each school community, and approve short term or small projects that contribute to the larger vision for living schoolyards in the district.

School Site	Top Three Priorities		
Green Hills	1. Increase Garden spaces for learning.	2. Expanded playground with diversified play opportunities.	3. Ecologically beneficial landscaping that reduces heat and offers views of trees from classrooms.
Lomita Park	1. Establish short-term projects that will increase outdoor learning opportunities, and be adaptable for future construction projects.	2. Increase the relationship between the outdoors and new buildings/facilities through views and planned outdoor learning spaces.	3. Create a diverse and engaging schoolyard with educational and ecological benefits.
Meadows	1. Increase Outdoor Learning spaces that have seating and shade.	2. Beautify and add ecological benefits through native plant landscaping.	3. Provide opportunities for diversified play using natural elements.
Spring Valley	1. Create and maintain dedicated outdoor classroom spaces.	2. Prioritize social-emotional learning when developing schoolyard features.	3. Ecologically beneficial landscaping that reduces heat and offers views of trees from classrooms.
Taylor Middle	1. Expand and maintain garden learning opportunities.	2. Increase and diversify recreational and gathering spaces throughout campus by installing seating areas.	3. Support and encourage student leadership and stewardship of Taylor Middle school grounds.

Recommendations for Institutional Commitment and Priorities Across MESD

MESD can compare the staff priorities and institutional commitment actions with each school's [pollution burden](#) and [tree canopy](#) to determine equitable distribution of resources. It is recommended that MESD develop a living schoolyards vision statement and incorporate it into facilities and strategic planning decisions. Based on the staff priorities equitable access to outdoor classrooms and learning spaces is integral for living schoolyards initiatives at all school sites.

LIVING SCHOOLYARD CAMPUS, CURRICULUM, AND COMMUNITY ENGAGEMENT

The vision for Living Schoolyards in Millbrae Elementary School District includes diverse features that together build towards grounds that have ecological and human benefits, and provide access to outdoor learning and play for all students. The following elements are components that, when used together, build towards a schoolyard that achieves these goals. The elements are grouped by like goals: Outdoor Learning and Instruction, Ecologically Beneficial Landscaping, Play and Recreation. Each element includes a general description, a summary of each school site, and recommendations for district-wide actions.

Outdoor Learning and Instruction Elements

Outdoor Classrooms and Seating

Definition: Outdoor classrooms utilize outside space on a school campus for academic instruction. Seating in the outdoors provides a variety of ways for school stakeholders to gather in ways that encourage health and safety such as: meal breaks, small group breakout sessions, or one-on-one instructional/counseling services. Outdoor seating can also be incorporated into play areas, and inspire students to spend time outside.



Taylor Middle School Shea Center Seating

Summary of Current Status of Outdoor Classrooms and Seating Across MESD

Across MESD there is evidence of outdoor classroom areas, shade canopies, and seating that has been installed, though use of these areas varies annually and by school site. School sites with shade canopies and edible gardens tend to use these areas for outdoor instruction. The table below provides a summary of current outdoor classroom and shade canopies across MESD.

School Site	Outdoor Classroom and Seating Summary
Green Hills	Designated Outdoor Classroom: None Shade Canopies: 1, used for student meals
Lomita Park	Designated Outdoor Classroom: None Shade Canopies: None
Meadows	Designated Outdoor Classroom: None, central quad has been used in the past and is the best identified location Shade Canopies: 1, used for student meals
Spring Valley	Designated Outdoor Classroom: None, though lunch area also used for instruction occasionally Shade Canopies: None
Taylor Middle	Designated Outdoor Classroom: Incorporated into Taylor Farm Shade Canopies: None

Curriculum and Community Engagement for Outdoor Classroom and Seating across MESD

Outdoor classrooms and seating areas are utilized in Millbrae for curriculum and instruction as well as community activities. Teachers at all school sites utilize the outdoors, however this varies annually, and depends primarily on the interest level of individual teachers. Similarly community involvement in outdoor classrooms and seating varies depending on interest level. One standout example is at Meadows Elementary, where parent volunteers built bench seating that is easily moveable, and staff have located these benches outside classrooms. More information is needed to further assess curriculum and community engagement efforts on outdoor classrooms and seating. Summaries for each school site's curriculum and community engagement efforts can be found in the [school site assessments section](#).



Meadows Elementary Seating and Mural

Recommendations for Outdoor Classroom and Seating Across MESD

MESD is recommended to work together with site level administrators and community partners to develop a dedicated outdoor learning area for each school campus. Priority for outdoor learning areas should be for schools without existing shade canopies or outdoor classroom areas. Incorporate designs for outdoor learning environments into future facilities master planning and construction/renovation. Position outdoor classrooms near other living schoolyard elements such as edible gardens and

native plant gardens. All school sites could use additional outdoor seating options that serve a variety of uses such as small group gatherings, classroom breakout sessions, areas to recreate during school breaks, and flat topped tables for writing during instructional time. Further recommendations for each school site can be found in the [school site assessments section](#).

Edible Gardens

Definition: Garden spaces that grow food combine many elements of sustainability and enhance a school's ability to address food systems, health, biodiversity, and water topics. Edible gardens can be integrated into life science, earth science, language arts, and math curriculum but providing a living laboratory on campus.

Summary of Current Status of Edible Gardens Across MESD

MESD stakeholders have worked across all schools to implement and fund edible school gardens. These efforts have resulted in some gardens with long-term success: Spring Valley, and Taylor Farm. Other school edible gardens have had years of success, but are in need of additional community partner support to reinvigorate those efforts: Green Hills, Lomita Park, Meadows. The table below summarizes MESD edible garden status in the 2021-2022 school year, community partner support, and past funding.



Taylor Middle School Farm and Garden

School Site	Edible Gardens Details by Site in School Year (SY) 2021-22
Green Hills	Edible Garden SY 2021-22 Status: In development Community Partner Support: Eagle Scouts Funding Awards: None
Lomita Park	Edible Garden SY 2021-22 Status: In development Community Partner Support: Youth Climate Ambassadors Funding Awards: County of San Mateo Office of Sustainability 4R's Grant Program (for on-site composting)
Meadows	Edible Garden SY 2021-22 Status: Scaled back program and materials Community Partner Support: Climate Corps Education Outside Funding Awards: County of San Mateo Office of Sustainability Community Garden Partnership Program

Spring Valley	Edible Garden SY 2021-22 Status: Established raised vegetable beds, orchard, composting station Community Partner Support: Spring Valley PTA Dad's Club Funding Awards: None
Taylor Middle	Edible Garden SY 2021-22 Status: Established "Taylor Farm" raised vegetable beds, orchard, composting station Community Partner Support: Parent volunteers Funding Awards: None

Curriculum and Community Engagement for Edible Gardens across MESD

Teachers at the schools with an established edible garden, Spring Valley and Taylor Middle, utilize the garden spaces for curriculum and instruction. More information is needed to determine if this instruction is accessible to all students, or if it varies depending on the year and teacher interest levels. Schools without edible gardens in the school year 2021-22 have had some access to edible garden programs in past school years. There has been a high level of community engagement on edible gardens in MESD ranging from parent volunteers, funding awards from community organizations, and partners who lead the maintenance or garden instruction. Summaries for each school site's curriculum and community engagement efforts can be found in the [school site assessments section](#).



Spring Valley School Garden

Recommendations for Edible Gardens across MESD

MESD can encourage equitable access to edible gardens by supporting Green Hills, Lomita Park, and Meadows in identifying formal partnerships with community based organizations. MESD can prioritize equity by including [pollution burden](#), which include food access, into resource allocation. MESD can require partners to ensure 3 years of maintenance and training for school gardens to ensure longevity of these types of programs. Further recommendations for each school site can be found in the [school site assessments section](#).

Ecologically Beneficial Landscaping Elements

Native Plant Gardens

Definition: Wildlife habitat, or native plant gardens, provide essential habitat for local wildlife, increase biodiversity, prevent erosion, and provide areas for play. Native plant gardens are a great resource for academics when integrated into the curriculum for studying local science phenomenon, biology, resource conservation, and much more.

Summary of Current Status of Native Plant Gardens across MESD

MESD landscaping is a mixture of ornamental plants and California native species, although there is not a consistent planting plan or native plant landscaping policies. Most California natives identified were tree species such as California Oaks, Ceanothus, and Pines. Green Hills Elementary is the only school site with a dedicated native plant garden space. This native plant garden is maintained by teachers, and was installed in partnership with San Bruno Mountain Watch. Meadows Elementary school has significantly more California native plant species than the other school sites, mostly through trees planted along the campus border. Due to the low quantity of data, no school site summary table is available for native plant gardens.



Green Hills Landscaping

Curriculum and Community Engagement for Native Plant Gardens across MESD

More information is needed on how native plants are incorporated into the curriculum and community engagement across MESD. One standout partner is San Bruno Mountain Watch, who partnered with Green Hills teachers to install a demonstration native plant garden. Summaries for each school site's curriculum and community engagement efforts can be found in the [school site assessments section](#).

Recommendations for Native Plant Gardens across MESD

Develop a MESD grounds policy in which any in-fill projects or new landscaping emphasizes drought-tolerant California native plants. Partner with San Bruno Mountain Watch or local Parks Departments to identify a species list best suited for the Millbrae climate and school grounds. Encourage school sites to prioritize native plant gardens due to their low water consumption, ecological benefits, and learning opportunities. Emphasizing California native plants is especially important for school sites that are not nearby existing parks, and that have a higher [pollution burden](#). Further recommendations for each school site can be found in the [school site assessments section](#).

Bookmark
Tree Canopy

Definition: Increasing the square footage of green space on a campus will increase shade, provide habitat for local wildlife, and decrease an urban heat island effect. Trees can be fruiting varieties or native to the school's campus ecosystem. Tree Canopy is measured by identifying the percentage of the school grounds that is covered by trees, and the shade of trees.

Summary of Current Status of Tree Canopy across MESD

Tree canopy is very inconsistent across MESD, with percentages ranging from as low as 5% to as high as 29%. The consistent pattern across all schools is that play areas like blacktops have low tree canopy, resulting in the [“urban heat island” effect](#) where paved surfaces result in higher temperatures and higher energy costs used to cool buildings. Additionally trees are not always visible from classrooms, especially at Lomita Park where the school build exterior walls lack windows for natural light and views of the outdoors. The table below summarizes tree canopy access across MESD schools.



Lomita Park Courtyard Seating and Trees

School Site	Tree Canopy %	Tree Canopy Descriptions
Green Hills	16%	Tree canopy is concentrated in the border between the auditorium and lower baseball field, and on the North/Eastern campus border.
Lomita Park	6%	This is concentrated in the courtyard, in the front of school, and along the north-eastern fenceline.
Meadows	29%	Tree canopy is spread out throughout campus, along the outside borders and pathways. The result of this distribution is that most classrooms have views of trees or shrubs.
Spring Valley	5%	Trees are along the border of campus, but most of the campus does not have tree canopy.
Taylor Middle	21%	Trees are concentrated along a pathway connecting to the athletic fields, and around the front entrance to the school.

Curriculum and Community Engagement for Tree Canopy across MESD

More information is needed in order to assess how trees are incorporated into curriculum and community engagement across MESD. Summaries for

each school site's curriculum and community engagement efforts can be found in the [school site assessments section](#).

Recommendations for Tree Canopy across MESD

MESD should take immediate action to increase schools with less than 10% tree canopy (Lomita Park and Spring Valley) by planting trees along campus borders and available landscaped areas. District-wide, MESD should plan to increase tree canopy in areas that benefit students directly such as near play areas or viewable from classroom windows, especially at Lomita Park Elementary. Long-term MESD can develop a tree planting policy that aligns with California native planting, ensures views of trees from all classrooms, and includes a minimum tree canopy requirement in all facilities master planning. Partner with the City of Millbrae to help achieve tree canopy planting and maintenance goals. Further recommendations for each school site can be found in the [school site assessments section](#).

Play and Recreation Elements

Traditional Play Areas

Definition: Playgrounds are essential features on school grounds for exercise and play. Traditional play areas are typically asphalt surfaces with jungle gyms or similar play structure. For middle school campuses traditional play areas also include athletic facilities such as basketball courts, soccer fields, football fields, etc. These can be designed for minimal environmental impact and maximal human health and wellbeing.

Summary of Current Status of Traditional Play Areas across MESD

All school sites have traditional play areas including jungle gyms, blacktops, and athletics facilities. Notably, MESD partners with the City of Millbrae for maintenance and use of all athletic fields in the district. More information is needed from the City of Millbrae on grounds management practices used for the athletic fields. MESD is evaluating jungle gyms for potential renovations separately from this living schoolyard overview, so no summary table is included here.

Curriculum and Community Engagement for Traditional Play across MESD

The City of Millbrae coordinates youth athletic leagues such as softball that utilize the fields on MESD campuses. More information is needed in order to assess how all traditional play areas are incorporated into curriculum and community engagement across MESD. Summaries for each school site's curriculum and community engagement efforts can be found in the [school site assessments section](#).



Recommendations for Traditional Play Areas across MESD

Continue to maintain and renovate traditional play areas as needed. MESD can incorporate living schoolyards elements into long-term planning of traditional play areas by selecting designs of jungle gyms that emphasize natural elements and inclusivity. Traditional play areas can be balanced with diversified play and tree canopy to create school grounds with human and ecological benefits. MESD should continue its partnership with the City of Millbrae for maintenance of its athletic fields. MESD could emphasize its living schoolyards vision by evaluating the grounds management practices that the City of Millbrae uses for the athletic fields and make changes that promote ecological benefits. Further recommendations for each school site can be found in the [school site assessments section](#).

Diversified Play Areas

Definition: Diversified Schoolyards increase the happiness of their students by providing areas for exploration, creative, and imagination play. These types of areas are opportunities for creative reuse, community engagement, and often instruction through the design process or experiential learning. Examples: Boulders, Musical Areas, Climbing Walls, Playhouse Structures, Slides, and many more. For middle school campuses these can also include elements for students to socialize, communicate, or engage with the school grounds.

Summary of Current Status of Diversified Play Areas across MESD

MESD does not have any designated diversified play or recreation areas at its school sites. Some elements of diversified play or recreation are integrated into edible gardens and outdoor seating areas, but these are not the emphasis. Due to the low quantity of data, no school site summary table is available for diversified play areas.

Curriculum and Community Engagement for Diversified Play across MESD

More information is needed in order to assess how diversified play is incorporated into curriculum and community engagement across MESD. Summaries for each school site's curriculum and community engagement efforts can be found in the [school site assessments section](#).

Recommendations for Diversified Play Areas across MESD

MESD should take steps to determine what the parent and student community wants and needs are for diversified play areas. Based on this community assessment MESD should incorporate these ideas into facilities master planning. For smaller or more short term projects MESD should encourage the adoption of low-cost diversified play elements on school grounds such as painted designs on blacktops, loose materials (such as scooters or things that can be “checked out” during breaks), etc. Further recommendations for each school site can be found in the [school site assessments section](#).



Taylor Middle Blacktop