



# *Lincoln Avenue Community School*

Conceptual Schoolyard Redevelopment Plan /  
Plan Conceptual de Reurbanización del Patio Escolar

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# Acknowledgments

## Lincoln Avenue Community School's Green Team

Michael Anderson  
Damaris Ayala  
Sandy Benson  
Katie Coldwell  
Elizabeth De Leon  
Misty Ellen Kreider  
Michael Larson

Angel Mercado  
Kelly Moore Brands  
Nora O'Connell  
Sue Sauerberg  
Angelie-Marie Soto  
Regina Steiber

## Community Partners

America SCORES  
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Skylight Music Theatre  
University of Wisconsin-Milwaukee  
Wisconsin Bike Fed

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Justin Hegarty  
Lisa Neeb  
Maddy Day  
Wilniesha Smith  
Michael Timm  
José Basaldua  
Kareem Benson-White



Sean Kane  
Michelle Lenski  
Heather Dietzel  
Denise Fields  
Kimberly Talarico



Carolyn Esswein  
Kelly Iacobazzi  
Elise Osweiler  
Tess Richard  
Roe Draus  
Alex Lopez  
Erin Seaverson



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### Conceptual Plan Drawings:

Existing Site Plan

Proposed Site Plan

Stormwater Green Infrastructure Plan

Arts, Outdoor Education, and Community Engagement Plan

## *Land Acknowledgment*

We acknowledge that Milwaukee lies on traditional Menominee, Potawatomi, and Ho-Chunk homeland along the southwest shores of Lake Michigan, part of North America's largest system of freshwater lakes. On this site, the Milwaukee, Menominee, and Kinnickinnic rivers meet, and the people of Wisconsin's Menominee, Ojibwe, Ho-Chunk, Oneida, and Mohican sovereign nations remain present to this day.



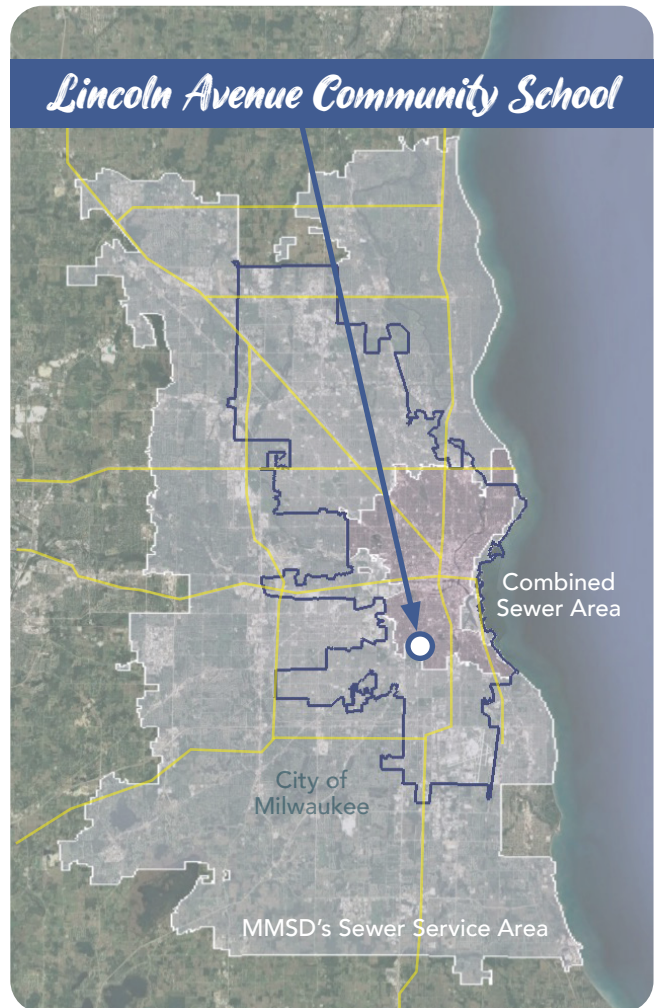


Existing schoolyard at Lincoln Avenue Community School

## Introduction

Impervious surfaces (hardscapes including asphalt and concrete) characterize so much of our built environment that we no longer even notice how they shape the contours of our urban communities. Excessive imperviousness leads to sewage overflows and basement backups, degrades the quality of our rivers and lake, and costs us millions each year in economic losses and infrastructure repair, all of which deter investment and impede socioeconomic progress. Schools surrounded by seas of splintering asphalt offer opportunities to replace imperviousness with beautiful, nature-inspired landscapes that increase urban biodiversity, educate, and inspire.

Through funding provided by the Milwaukee Metropolitan Sewerage District and the Fund for Lake Michigan, the nonprofit Reflo and its partners collaborate with five schools annually to develop conceptual schoolyard redevelopment plans that holistically address the issue of each school's imperviousness. This document compiles over a year of conceptual planning in order to provide a single, feasible vision for redeveloping a greener, healthier schoolyard. These projects also provide a multitude of STEAM (science, technology, engineering, arts, and mathematics) curricular connections as well as triple-bottom-line (social, environmental, and economic) benefits for the students, school, and community.





# School Story

Lincoln Avenue Community School is a multi-ethnic, bilingual English/Spanish elementary school located on the near south side of Milwaukee. Our school provides bilingual education to Spanish language dominant students from K3 Head Start through 5th Grade through a developmental bilingual program in a safe and welcoming learning environment. Along with the traditional monolingual education program serving all grades, the school's goal is to accelerate the academic and social development of all of our children and instill the importance of becoming a lifelong learner and productive citizen through sustainable and equitable practices.

We are proud to be part of the Milwaukee Community Schools Partnership (MCSP) supported through the United Way and Sixteenth Street Community Health Centers. The Community School model brings students,

families, teachers, staff, neighbors and partners together to create an outstanding learning environment for students. We strive to cultivate a climate and culture that enables students to develop cognitive, social, emotional, physical, and ethical competencies and the capacity to thrive in college, career, and life.

Our strong and engaged community has a passion for our work to build a greener, healthier school. Lincoln Avenue is the first MPS and first bilingual school to receive the U.S. Department of Education National Green Ribbon for environmental and sustainable practices. This holistic redevelopment project will transform our schoolyard into a modern, immersive, and educational green space that connects the diverse communities we serve and continue to provide rich opportunities for our students and community to build a strong connection to the natural world and a sustainable future.



## *Lincoln Avenue Community School*

1817 W Lincoln Ave.  
Milwaukee, WI 53215

- Milwaukee Public School
- Grades: K3 through 5th
- 443 students
- 88% economically disadvantaged
- 25% special education
- 37% English learners
- Combined sewer area
- Kinnickinnic River watershed

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## *Conceptual Redevelopment Plans*

On an annual basis, the nonprofit Reflo and its partners, with the support of the Milwaukee Metropolitan Sewerage District (MMSD), works through the Green Schools Consortium of Milwaukee (GSCM) to select and collaborate with schools that are interested in redeveloping their schoolyards. Planning efforts incorporate creative applications of stormwater green infrastructure, outdoor educational elements, and other features that improve the social, environmental, and economic health of the school and community. With the approval of school and district administrators, schools apply for and are selected to receive conceptual planning support. The over year-long collaborative planning process has resulted in the production of this

conceptual planning document, which is intended to guide the multi-year redevelopment.

Lincoln Avenue's conceptual plan includes many stakeholder perspectives including those of students, parents, teachers, administrators, maintenance staff, neighborhood residents, and project partners. The plans are intended to be feasible and to support the school's and project stakeholders' needs and interests. Significant care was taken to consolidate project ideas and coalesce around one unified project vision. As the project progresses through the fundraising and detailed design phases, project components will be further defined and best fit to the amount of funds raised.

### **Lincoln Avenue Community School's Vision:**

*Lincoln Avenue Community School will prepare all students to successfully compete in post-educational opportunities by aligning resources and diverse voices to create an equitable, safe, supportive, and rigorous learning environment.*



# Network of Support

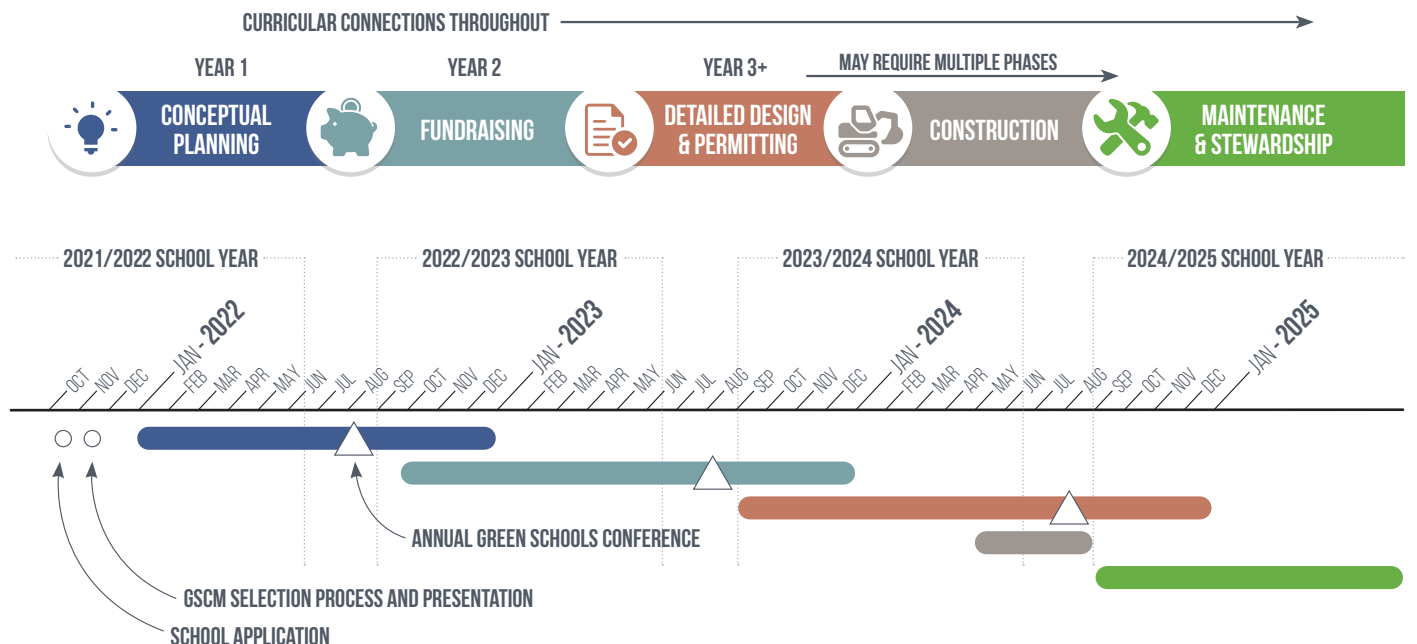
The GSCM is a local network of practitioners, agencies, and funders that are committed to supporting greener, healthier schools and ecoliteracy in the Milwaukee area. The GSCM gathers on a bimonthly and annual basis to share resources and lessons learned. The 6th Annual Green & Healthy Schools Conference hosted nearly 500 participants and over 70 exhibitors. Each year the GSCM also hears from schools that are interested in schoolyard redevelopment projects and collectively decides which projects to support, in part, based on need and enthusiasm.



# Project Development Process and Timeline

The following process diagram and timeline visualizes the major project development phases that a typical schoolyard redevelopment project in the Milwaukee area undertakes when supported by Reflo and the Green Schools Consortium of Milwaukee. The process begins in October with schools applying to receive a conceptual planning grant provided by Reflo and the

Milwaukee Metropolitan Sewerage District. Schools that advance to the second stage are then asked to present to the GSCM's Project Selection Committee on their need and enthusiasm. Following the selection, five schools are awarded the planning grant and begin the conceptual planning process with monthly Green Team meetings starting in January the following year.







## Stormwater Green Infrastructure

Green infrastructure is a strategy that diverts stormwater runoff from entering the sewer and **manages stormwater where it falls** through more sustainable means, mimicking natural water systems. Green infrastructure can also provide creative opportunities to incorporate STEAM (science, technology, engineering, arts, and math) concepts in student learning and promote community engagement. The school grounds currently contribute a significant amount of stormwater runoff that can lead to area flooding and impaired water quality. The conceptual redevelopment plan includes multiple green infrastructure strategies to manage as much stormwater as feasible on the school grounds.

Lincoln Avenue Community School's conceptual plan calls for removal of approximately **15,300 sq. ft.** of asphalt and replacing it with new green space and mixed-use recreation and educational areas. The design includes three outdoor classrooms, bioswales, an underground cistern, mindfulness garden, and the addition of over 30 stormwater trees. The inclusion of a variety of native plantings allow for unique spaces on the schoolyard that can represent natural Wisconsin ecosystems, complete with student-created signage. The vision also includes a porous, synthetic turf soccer field to further manage rainwater where it falls. The plan manages approximately **103,450 gallons** of stormwater per rain event.

*We all play a part in urban children's overall academic and social-emotional success. Our school recognizes the reality of our surrounding neighborhood conditions, which lack green and safe spaces. Unfortunately, our playground currently doesn't meet the needs of our community. Due to the massive amounts of concrete, there are often reports of injuries. Students and families report that they would love to have a green space that they can utilize for a variety of needs, such as gardening, an outdoor classroom, and a location for mindfulness. This is Lincoln Avenue's school's opportunity to positively impact the physical and mental well-being of our students, parents, and the community.*



**Damaris Ayala – Principal**





## Asphalt Removal

Hard surfaces like asphalt and concrete are the primary sources of stormwater runoff. Replacing hardscapes with more porous landcovers and other types of green infrastructure helps infiltrate stormwater into the ground and prevent it from running off into the sewer system. These changes promote better stormwater management, reduce the heat island effect, improve social-emotional outlook, improve urban habitats, and increase biodiversity.



## Bioswales

Bioswales typically capture polluted stormwater runoff from roads and parking lots, infiltrating that water into the ground and cleaning it naturally. They are planted with vegetation that helps to soak up and clean the polluted runoff. They can be installed as meandering or straight channels depending on the land that's available, and are designed to maximize the time rainwater spends in the swale.



## Porous Groundcover

Built surfaces that allow for stormwater to pass through them and infiltrate into the soil below, come in many varieties including synthetic turf, pavers, concrete, rubber, or asphalt. These surfaces allow for play or other uses while also supporting stormwater management that may otherwise be difficult to accomplish in areas that are heavily used.



## Native Plantings

Vegetation native to Wisconsin has adapted to the region's climate and soils. Native plants typically have deeper root systems that help them withstand both droughts and heavy rains and also allow for greater stormwater infiltration. These native plant sensory gardens also promote biodiversity and provide habitat for pollinator species.





## Outdoor Education and Healthy Food Access

As illustrated in the infographics produced by Children & Nature Network and Cream City Conservation Corps (found in the Planned Curricular Connections section of this document), access to outdoor classrooms on school grounds can significantly **enhance learning** outcomes and social-emotional well-being. Raised bed gardens also offer the opportunity to provide low-cost, **healthy food** options to students, their families, and the surrounding communities. Successful Green Teams use school gardens as **educational opportunities** to explore topics such as water and life cycles, ecosystems, economics, geometry, conservation, and social studies.

Lincoln Avenue Community School's schoolyard redevelopment includes three **outdoor classrooms**, one with a shade pavilion, all complete with seating, and materials to support outdoor learning. Additional **raised bed gardens** will provide pollinator habitat to further support garden-based lessons and other curricular connections. Nearby green infrastructure including stormwater trees, bioswales, and native Wisconsin plantings also serve as unique learning spaces. **Interpretative signage** throughout the schoolyard will support student-curated tours and encourage learning through self-guided exploration.

***Green schoolyards promote academic achievement through hands-on, experiential learning and by enhancing the cognitive and emotional processes important for learning.***

*Personal connections with the environment help students become aware of their surroundings and build knowledge of how their environment affects them for holistic problem-solving. I believe that environmental awareness and stewardship must be integrated within all content areas.*

**Marlene Graterol – K4 Bilingual Teacher**







## School Gardens

School gardens range in scale from the typical 4-by-8-foot raised bed garden, to hoop houses, to larger-scale greenhouses. Milwaukee-area schools have successful demonstrations of each scale of school garden and are best sized based on the interest level and capacity of the school's Green Team to manage the gardening operations.



## Healthy Food Access

Some communities do not have easy access to low-cost, healthy foods. On top of providing engaging outdoor learning opportunities, school gardens are excellent opportunities to provide fresh, locally grown produce. Culinary arts lesson plans and tasting programs can demonstrate how healthy food can also be tasty food.



## Culturally Relevant Curricular Connections

Developing lesson plans that are culturally relevant to students can help to create a sense of inclusiveness and promote positive learning outcomes for all students. For example, school gardens can include a diversity of crops that support exploration of different cultures and can demonstrate that food production is an important component of all cultures.



## Outdoor Classrooms and Interpretative Signage

Outdoor classrooms can include natural green space and/or built shade structures. Seating and shade elements are common design features to accommodate longer class periods outdoors. Interpretative signage can serve to engage local artists and support learning not only by students, but also by the surrounding community.



Professional local artist Reynaldo Hernandez with students from Parkside School for the Arts during an unveiling of the new outdoor murals they created together at the school.



## *Arts and Community Engagement*

The arts can be a simple yet profound way to address **educational equity** in our communities. Through the use of arts-enhanced and arts-integrated classroom methodologies, teachers can implement strategies that support curricular connections, maximize student engagement, and further academic success. Green and healthy themes can be explored through visual and performing art forms as students build their knowledge, investigate human impacts on the environment, analyze perceptions, and enhance personal connections to the natural world.

Green and healthy schools provide a unique opportunity to support the development of **social-emotional learning** (SEL) through the integration of the arts and environmental education. Arts @ Large and Milwaukee Public Schools are committed to designing programs that promote SEL while creating supportive learning environments that address the needs of the whole child. School staff receive training about the impacts of trauma, explore ways to meaningfully **engage families**, and support youth through experiential learning to better position them for potential future careers.

***Natural areas promote child-directed free play that is imaginative, constructive, sensory rich and cooperative.***

*I am hopeful that the redevelopment will draw families and our neighbors outside so that they can safely gather, play together, and encourage healthy activity for our greater community.*

**Misty Ellen Kreider – Assistant Principal**







## Social-Emotional Learning

The arts can be an incredible vehicle to model best practices in Social-Emotional Learning (SEL). SEL is the process of developing fundamental skills for life success within supportive, participatory learning environments. These skills include recognizing, managing emotions, setting/achieving goals, feeling/demonstrating empathy for others, establishing/maintaining positive relationships, and making responsible decisions.



## Visual Arts

The use of visual arts strategies in the classroom can lead to greater engagement and deeper learning by the student. When paired with a project such as a schoolyard redevelopment, the works of art created by the students will not only beautify the space, but also provide a sense of ownership and accomplishment to celebrate with the students and their families. With the visual arts, the invisible becomes visible!



## Performing Arts

The performing arts can be an incredible tool to activate spaces within the school environment. Theatrical performances and activities are a great way to explore a space and learn how to create meaningful interactions between students and nature, develop empathy for other forms of life, and learn to embrace sustainability as a community practice.



## Exhibition

Creating student-led exhibitions is a great way to build an understanding of how nature sustains life. Through research and design, students can learn from content experts and share their experiences and knowledge through docent-led exhibits.





Rendering of Lincoln Avenue Community School's conceptual schoolyard redevelopment by CDS



## Recreation and Other Site Improvements

Naturalized spaces provide opportunity for cooperative play and help children **develop resilience** skills as they navigate novel environments and encounter new challenges. Well-supported and engaging recreational opportunities can also help increase attention spans, improve social-emotional learning, and encourage team building. Creative applications of **visual arts** on walls and ground coverings can help guide students in independent and group physical fitness activities. These recreational improvements can enhance critical thinking and problem-solving skills, reduce instances of childhood obesity, and promote other **positive health outcomes**.

Lincoln Avenue's conceptual plan includes a **synthetic turf soccer field**, gaga ball pits, nature play areas, and colorful asphalt markings. The plan calls for **balance logs** and stumps to support gross motor development and the addition of musical instruments to provide a variety of play experiences. To increase accessibility to the schoolyard, **artistically designed** benches are intended to help beautify the space and provide areas for rest. Significant thought was put into the flow of how students move through the various spaces with special consideration for activities such as soccer, yoga, and pavement marking activities like four square and hopscotch.

**Meaningful, positive experiences in nature guide children, youth and adults toward care for nature.**

*I am excited for this opportunity for my children to find creative ways to play, just like I did when I was a kid! I especially like the mindfulness garden that will allow children to calm down and relax and also that they can learn new games that are fun and safe to play like gaga ball.*

**Eric Williams – Lincoln Ave School Parent**







## Nature Play

The incorporation of balance beams, loose parts, boulders, play mounds, and other nature-inspired features encourages imaginative, cooperative free play as students work together to explore their environment. These naturalized play features support the physical, social-emotional, and motor skill development of youth while promoting creativity and critical thinking.



## Outdoor Recreation

Green schoolyards support a wide range of recreation activities that provide additional opportunities for student choice compared to traditional schoolyards. Youth may participate in quiet, solitary explorations or opt for organized group play. Varied recreation components allow children to build cooperation and negotiation skills and strengthen the connection between play and learning.



## Game Play

Organized game play can provide students with the structure and support needed to approach challenges with confidence and build negotiation skills. Popular playground games like hopscotch and four square are often maintained while new games are also introduced through structured play activities. Youth are encouraged to experience the green schoolyard through free play and create new games led by their curiosity and imagination.



## Mindfulness

Mindfulness practices encourage us to be present, attentive, and accepting. They provide an opportunity to learn how to be peaceful and kind while also reducing anxiety and promoting happiness. Areas designed for quiet play, sensory exploration, and reflection help students build self-awareness and emotional regulation by connecting with the natural world.



# 3



## Planned Curricular Connections

It is important that the schoolyard redevelopment include plans for actively using the redeveloped space. This section provides a high level overview of how the school plans to make the most out of the new schoolyard components and connect the exciting redevelopment to the curriculum.

The new outdoor spaces offer exciting opportunities for student learning. We believe that the whole child is important, so we promote the academic, physical, and social-emotional well-being of the child. Children will be able to experience hands-on learning in natural areas while supporting their growth and development and drawing meaningful connections to our neighborhood community.

## Conexiones Curriculares Planificadas

Es importante que la remodelación del patio escolar incluya planes para como usar el espacio remodelado activamente. Esta sección proporciona una descripción general de alto nivel de cómo la escuela planea aprovechar al máximo los nuevos componentes del patio escolar y conectar la remodelación emocionante con el plan de estudios.

Los espacios nuevos al aire libre ofrecen oportunidades emocionantes para el aprendizaje estudiantil. Creemos que el niño, en su totalidad, es importante y por eso procuramos promover el bienestar académico, físico y socioemocional del niño. Los niños podrán experimentar el aprendizaje práctico en áreas naturales mientras apoyan su crecimiento y desarrollo y establecen conexiones impactantes con la comunidad de nuestro vecindario.

*This project will provide our children with more elements for play and learning both during school and in their free time. I am excited for this opportunity to help improve our children's perception of green spaces and share their value as we learn together outside.*



**Angela Muñoz – K5 Bilingual Teacher**



## Outdoor Classrooms

Outdoor learning spaces will enrich our students' education with opportunities for **place-based**, hands-on exploration in nature. Teachers will be able to utilize open, fresh air learning spaces to engage their students outside of the school's walls. The outdoor classrooms will provide our students the opportunity to **observe** and learn about weather, clouds, and **biodiversity** in a way they were unable to before. The natural spaces will also be used to engage all five senses and the formal classroom areas will provide natural spaces for class read-alouds and **independent reading time**.

The green spaces will support the **KK River Explorers program** provided in partnership by Sixteenth Street Community Health Centers. This program focuses on place-based **environmental health** and outdoor recreation experiences where students create a field guide explaining various aspects of the Kinnickinnic River Watershed.

These natural areas will allow students to showcase their learning, speaking, and listening skills to each other and the community as they will present writing pieces, perform presentations, and display group projects. Large gatherings such as school open houses and other **community events** can also be hosted in these spaces. In addition, these breakout areas can be used to host school staff meetings, community engagement sessions, **educational workshops**, and provide a welcoming outdoor picnic area.



## Aulas al aire libre

Los espacios de aprendizaje al aire libre enriquecerán la educación de nuestros estudiantes con oportunidades para la **exploración práctica dentro de la naturaleza**. Los maestros podrán utilizar espacios de aprendizaje al aire libre como otro modo para involucrar a sus estudiantes fuera de las paredes de la escuela. Las aulas al aire libre brindarán a los estudiantes la oportunidad de **observar** y aprender sobre el clima, las nubes y la **biodiversidad** de una manera que antes no podían. Los espacios naturales también se utilizarán para involucrar los cinco sentidos mientras las áreas formales del salón de clases proporcionarán espacios naturales para lecturas en voz alta y **tiempo de lectura independiente**.



Los espacios verdes apoyarán el programa de **Exploradores del río KK** ofrecido en asociación con la Clínica Dieciséis (Sixteenth Street Community Health Centers). Este programa se enfoca en experiencias de recreación al aire libre basadas en el lugar y la **salud ambiental** donde los estudiantes crean una guía de campo que explica varios aspectos del río Kinnickinnic.

Estas áreas naturales permitirán que los estudiantes muestren sus habilidades de aprendizaje, habla y escucha con sus compañeros y con la comunidad, ya que presentarán piezas de escritura, realizarán presentaciones y mostrarán proyectos grupales. En estos espacios también se pueden organizar grandes reuniones, como eventos donde se abren las escuelas al público, y otros **eventos comunitarios**. Además, estas áreas de descanso se pueden utilizar para reuniones del personal escolar, sesiones de participación comunitaria, **talleres educativos** y como un área de picnic al aire libre acogedora.



## Green Infrastructure

Students in all grade levels will explore green infrastructure and the **water cycle** using the schoolyard as their classroom. Lessons on **personal water use** and exposure to the WaterMarks initiative in Milwaukee will help students explore their connections to the environment. Rain barrels, cisterns, bioswales, rain gardens, and **runoff** will be common knowledge to Lincoln Avenue students as they learn how their playground area affects their neighborhood, city, and Lake Michigan.



Science classes will be able to plant, maintain, and observe native plant species as they grow and see firsthand how they help **manage stormwater** in the area. Families and neighbors will have a living classroom to explore concepts of native plantings and gardening with support from our partners at Sixteenth Street Community Health Centers. Students will also make observations and explore the different **ecosystems** and organisms within the bioswales. Children will have the opportunity to study biological relationships, habitats, and **conservation** without leaving school grounds.

## Infraestructura Verde



Los estudiantes de todos los grados explorarán la infraestructura verde y el **ciclo del agua** utilizando el patio de la escuela como salón de clases. Las lecciones sobre el **uso personal del agua** y la exposición a la iniciativa WaterMarks en Milwaukee ayudarán a que los estudiantes exploren sus conexiones con el medio ambiente. Los barriles de lluvia, las cisternas, los *bioswales*, los jardines de lluvia y la **escorrentía** serán de conocimiento común para los estudiantes de Lincoln Avenue dado su aprendizaje sobre cómo su área de juegos afecta su vecindario, ciudad y el lago Michigan.

Las clases de ciencias podrán plantar, mantener y observar especies de plantas nativas para que los estudiantes observen cómo crecen y ayudan a **controlar las aguas pluviales** en el área. Las familias y los vecinos tendrán un salón de clases vivo para explorar los conceptos de plantaciones nativas y jardinería con el apoyo de nuestros socios en la Clínica Dieciséis (Sixteenth Street Community Health Centers). Los estudiantes también observarán y explorarán los diferentes **ecosistemas** y organismos dentro de los *bioswales*. Los niños tendrán la oportunidad de estudiar las relaciones biológicas, los hábitats y la **conservación** sin tener que salir de la escuela.





## School Gardens

School gardens will provide every student with an opportunity to study **plant life cycles**, ecosystems, and **human impacts on the environment** through hands-on exploration. Children will practice estimation, counting, and measuring skills to record observations of plant growth in a garden journal. The garden will not only support science, math, and nutrition lessons, but also incorporate Common Core reading and writing standards. Students will be able to get their hands dirty, care for their garden, and learn valuable **cross-curricular lessons** that will encourage healthy eating habits and curiosity for the natural world.



Students will plant, maintain, and **harvest** vegetables grown in themed garden beds with ingredients for baked potatoes, pizza, salsa, and soups. Students will grow and taste test a variety of fresh healthy foods and explore the **culinary arts** while reading and preparing recipes. Other children may plant a Three Sisters garden (corn, beans, and squash) when learning about Indigenous Peoples during a social studies unit or plant a **pollinator garden** full of native Wisconsin plants when studying species interactions. These engaging and interactive lessons will empower our students to take ownership of the garden and make their learning relevant.

Our neighborhood community and partner programs with the Boys & Girls Club will help support the gardens during the summer months. In addition, time spent in and around the school gardens will bring **peace and calm** to all visitors as they connect with the natural world.

## Jardines Escolares

Los jardines escolares brindarán a todos los estudiantes la oportunidad de estudiar los **ciclos de vida de las plantas**, los ecosistemas y los **impactos humanos en el medio ambiente** a través de la exploración práctica. Los niños practicarán habilidades de estimación, conteo y medición para notar las observaciones del crecimiento de las plantas en un diario de jardín. El jardín no solo apoyará las lecciones de ciencias, matemáticas y nutrición, sino que también incorporará los estándares básicos comunes de lectura y escritura. Los estudiantes podrán ensuciarse las manos, cuidar su jardín y aprender **valiosas lecciones** que fomentarán hábitos alimenticios saludables y curiosidad por el mundo natural.

Los estudiantes plantarán, mantendrán y **cosecharán** vegetales cultivados en jardines temáticos con ingredientes para papas al horno, pizza, salsa y sopas. Los estudiantes cultivarán y probarán una variedad de alimentos frescos y saludables y explorarán las **artes culinarias** mientras leen y preparan recetas. Otros niños podrán plantar un jardín de las Tres Hermanas (maíz, frijoles y calabaza) cuando aprenden sobre los Pueblos Indígenas durante una unidad de estudios sociales o plantar un **jardín de polinizadores** lleno de plantas nativas de Wisconsin cuando estudian las interacciones entre especies. Estas lecciones atractivas e interactivas capacitarán a nuestros estudiantes para que se familiaricen con el jardín y hagan que su aprendizaje sea relevante.

La comunidad de nuestro vecindario y los programas asociados con Boys & Girls Club ayudarán a mantener los jardines durante los meses de verano. Además, el tiempo que se pasa en los jardines de la escuela y sus alrededores traerá **paz y tranquilidad** a todos los visitantes y los conectará con el mundo natural.



## Physical Education & Recreation

Lincoln Ave students are encouraged to be physically active and make **healthy choices** as part of their lifestyle. With the new green schoolyard, students will be able to participate in organized games, team sports, and free play activities as they explore their new surroundings.

Children will learn to take turns, build patience, and follow rules as they practice **healthy risk-taking** and **gain confidence** through play and physical education classes. They will acquire much-needed motor skills in the green space which will allow them to run, skip, jump, dance, and play with **fewer injuries** than they experienced before the redevelopment.



Students will be able to experience outdoor sports like **soccer, basketball, and gaga ball** in dedicated spaces on the schoolyard and play tournaments on the new synthetic turf field. Nature play and agility pathways will give children opportunities to develop their **balance and coordination**, encouraging imaginative play. A traffic garden will better support the Wisconsin Bike Fed as they teach our learners **bike and pedestrian safety**, supporting physical education standards, and building vital life skills.

In addition, the new spaces will support a **walking club, yoga, and Zumba classes** that will teach goal-setting and encourage overall health and fitness. Families and community members will be welcomed to enjoy the new recreation features and natural areas in effort to promote an active and healthy community.

## Educación Física y Recreación

Se les exige a los estudiantes de Lincoln Ave que sean físicamente activos y tomen **decisiones saludables** como parte de su estilo de vida. Con el nuevo patio verde, los estudiantes podrán participar en juegos organizados, deportes de equipo y actividades de juego libre mientras exploran su nuevo ambiente.

Los niños aprenderán a tomar turnos, desarrollar la paciencia y seguir las reglas mientras practican como tomar **riesgos saludables y ganar confianza** a través de clases de juego y educación física. Ellos adquirirán habilidades motoras muy necesarias en los espacios verdes de naturaleza que les permitirán correr, brincar, bailar y jugar con **menos lesiones** de las que lidiaron antes de la remodelación.

Los estudiantes podrán experimentar con deportes al aire libre como el **fútbol, baloncesto y gaga ball** en espacios dedicados en el patio y jugar torneos en el nuevo campo de césped sintético. Los caminos naturales de juego y agilidad brindarán a los niños oportunidades para desarrollar su **equilibrio y coordinación**, fomentando el juego imaginativo. Un jardín de tráfico apoyará mejor a Wisconsin Bike Fed mientras enseñan a nuestros estudiantes **seguridad para ciclistas y peatones**, apoyando los estándares de educación física y desarrollando habilidades vitales para la vida.

Además, los nuevos espacios apoyarán un **club de caminata, yoga y clases de Zumba** que enseñarán a establecer metas y fomentarán la salud y el estado físico en general. Las familias y los miembros de la comunidad serán bienvenidos a disfrutar de los nuevos elementos recreativos y áreas naturales como un esfuerzo para promover una comunidad activa y saludable.





## Social-Emotional Well-Being

All students will benefit from a calming environment where they can interact in a safe and relaxing space. Each day, our students practice **self-regulation** and mindfulness activities. Fresh air, green space, and native planting areas will support creative mindfulness activities, encouraging students to connect to their environment through **sensory experiences** enriched with bright colors, scents, and textures.



The **mindfulness gardens** will provide a space where students can reflect, develop independent skills related to **managing their feelings**, and reset. Having this garden devoted to peace and calm will help us raise healthy individuals and support our students' social-emotional learning and well-being.

The natural spaces will provide new environments to implement our Second Step curriculum focused on social-emotional learning. Having varied spaces on the schoolyard allows our children **more choices** and will better support restorative practices, conflict resolution, and **prevent bullying** within our community. All of these experiences will help our students feel calmer and less stressed, positive and restored, and prepared to be even more **resilient**.

## Bienestar Socioemocional

Todos los estudiantes se beneficiarán de un ambiente tranquilo donde puedan interactuar en un espacio seguro y relajante. Cada día, nuestros alumnos practican actividades de **autorregulación** y pensamiento. El aire fresco, los espacios verdes de naturaleza y las áreas de plantas nativas apoyarán las actividades creativas de atención plena, exigiendo a que los estudiantes se conecten con su ambiente a través de **experiencias sensoriales** enriquecidas con colores brillantes, aromas y texturas.

**Los jardines de atención plena** proporcionarán un espacio donde los estudiantes puedan reflexionar, desarrollar habilidades independientes relacionadas con el **manejo de sus emociones** y restablecerse. Tener este jardín dedicado a la paz y la calma nos ayudará a crear individuos saludables y apoyará el aprendizaje y el bienestar socioemocional de nuestros estudiantes.

Los espacios naturales proporcionarán nuevos ambientes para implementar nuestro plan de estudios *Second Step* enfocado en el aprendizaje socioemocional. Tener espacios variados en el patio escolar les da a los estudiantes **más opciones** y apoyará mejor las prácticas restaurativas, la resolución de conflictos y **evitará el acoso** dentro de nuestra comunidad. Todas estas experiencias ayudarán a nuestros estudiantes a sentirse más tranquilos y menos estresados, positivos y restaurados, y preparados para ser aún **más fuertes**.





## Community Connections

As a community school, Lincoln Avenue works to provide **family and community engagement** opportunities in a safe and supportive climate. We believe in building **strong relationships** with parents, students, and community partners that help us achieve academic, social-emotional, and community development goals in a positive, fun, and nurturing environment.

Our staff encourages children to build respect for nature and develop their **environmental stewardship** by learning to care for natural spaces. In social studies, students explore themes of family, home, neighborhood, and community throughout their elementary learning.

Our school's Community Learning Center (CLC), supported by the Boys & Girls Clubs of Greater Milwaukee provides **out-of-school time** experiences and extended learning opportunities where students engage in sports, arts programming, and outdoor activities. Continued **collaboration** with our highly engaged community partners will enhance the opportunities to use the green spaces for events, classes, programming, and other activities further supporting a welcoming, **inclusive natural area** in the heart of our urban neighborhood.

We look forward to connecting family and community members to help support the maintenance and stewardship of the new green spaces and the ability to host fun, **school-wide events** in a welcoming outdoor space where everyone can enjoy a calming, natural environment and build a stronger community.

## Conexiones Comunitarias

Como escuela comunitaria, Lincoln Avenue trabaja para brindar oportunidades de **participación familiar y comunitaria** dentro de un ambiente seguro y de apoyo. Creemos en construir **relaciones fuertes** con padres, estudiantes y socios de la comunidad que nos ayudan a lograr metas académicas, socioemocionales y de desarrollo comunitario en un ambiente positivo, divertido y enriquecedor.

Nuestro personal les exige a los niños que desarrollen el respeto por la naturaleza y **el cuidado por el medio ambiente** a través del aprendizaje de cómo cuidar los espacios naturales. En estudios sociales, los estudiantes exploran temas de familia, hogar, vecindario y comunidad a lo largo de su aprendizaje de primaria.

El Centro de Aprendizaje Comunitario (CLC) de nuestra escuela, respaldado por Boys & Girls Clubs of Greater Milwaukee, brinda experiencias **fuera de la escuela** y oportunidades de aprendizaje extendidas donde los estudiantes participan en deportes, programación artística y actividades al aire libre. La **colaboración** continua con nuestros socios comunitarios mejorará las oportunidades de usar los espacios verdes de naturaleza para eventos, clases, programación y otras actividades, apoyando aún más un **área natural invitante** en el centro de nuestro vecindario urbano.

Esperamos conectar a la familia y a los miembros de la comunidad para ayudar a apoyar el mantenimiento y la administración de los nuevos espacios naturales y la capacidad de **organizar eventos divertidos para toda la escuela** en un espacio invitante al aire libre donde todos puedan disfrutar de un lugar natural y tranquilo y construir un medio ambiente y comunidad más fuerte.



## Art Connections

Expanding a student's art and cultural experience is essential to making youth more **compassionate** to the wider world, supporting our values of respecting all people, valuing equality, and celebrating diversity.

Lincoln Avenue's new, vibrant green spaces will become the backdrop for **performing arts** experiences including band, chorus, bucket drumming, and Salsa dancing. Outdoor musical instruments will allow children to further express themselves through free play and **sound experimentation** on the schoolyard.

Children will be encouraged to exercise their visual art skills through **observational drawings** of living organisms and explore different art media including painting and sculpture. Students will be able to use the natural outdoor spaces to experience and better express themselves while enhancing their **visual and auditory senses** through creative means.

Students will learn through movement and experience as they explore the green space and find inspiration for art projects, creative writing, **dramatic play**, and poetry. Nature also provides living examples of **geometry, symmetry, and patterns** that will support math and arts curriculum.



In addition, we are excited to have the opportunities to build and decorate bird feeders and raised garden beds to help **beautify our outdoor spaces**, support pollinator species that will visit our schoolyard, and provide a welcoming natural space for the community.

## Conexiones de Arte

Expandir la experiencia artística y cultural de un estudiante es esencial para que los jóvenes sean más **compasivos** con el mundo, lo cual también apoya a nuestros valores de respetar a todas las personas, valorar la igualdad y celebrar la diversidad.

Los nuevos y vibrantes espacios verdes de naturaleza de Lincoln Avenue se convertirán en el fondo de las experiencias de **artes escénicas** que incluyen banda, coro, tambores y baile de salsa. Los instrumentos musicales al aire libre permitirán que los niños se expresen aún más a través del juego libre y la **experimentación sonora** en el patio de la escuela.



Se les exige a los niños que ejerciten sus habilidades de artes visuales a través de **dibujos de sus observación** de organismos vivos y que exploren diferentes medios artísticos, incluyendo la pintura y la escultura. Los estudiantes podrán usar los espacios naturales al aire libre para experimentar y expresarse mejor mientras mejoran sus **sentidos visuales y auditivos** a través de medios creativos.

Los estudiantes aprenderán a través del movimiento y la experiencia mientras exploran el espacio verde y encuentran inspiración para proyectos de arte, escritura creativa, **obras de teatro** y poesía. La naturaleza también proporciona ejemplos vivos de **geometría, simetría y patrones** que apoyarán el plan de estudios de matemáticas y artes.

Además, estamos entusiasmados de tener la oportunidad de construir y decorar comederos para pájaros y jardines elevados para ayudar a **embellecer nuestros espacios al aire libre**, apoyar a las especies polinizadoras que visitarán nuestro patio escolar y proveer un espacio natural invitante para la comunidad.



# Benefits of Green and Healthy Schoolyards

## Nature Can Improve Academic Outcomes

Spending time in nature enhances educational outcomes by improving children's academic performance, focus, behavior, and love of learning.

### BETTER ACADEMIC PERFORMANCE

Learning in natural environments can:



**BOOST PERFORMANCE**  
in reading, writing, math, science and social studies  
1, 2, 3, 4, 5



**ENHANCE**  
creativity, critical thinking and problem solving<sup>9</sup>

Seeing nature from school buildings can foster academic success<sup>6, 7, 8</sup>

### ENHANCED ATTENTION

Spending time in nature can help children focus their attention:



**FOCUS AND ATTENTION**  
10, 11, 12, 13



**ADHD SYMPTOMS**  
14, 15

The greener the setting, the better the focus<sup>14, 15</sup>

### INCREASED ENGAGEMENT & ENTHUSIASM

Exploration and discovery through outdoor experiences can promote motivation to learn:



**INCREASED ENTHUSIASM FOR LEARNING**  
1, 16



**GREATER ENGAGEMENT WITH LEARNING**<sup>17</sup>



**MORE IMPULSE CONTROL**<sup>10</sup>



**LESS DISRUPTIVE BEHAVIOR**  
20

Nature-based learning is associated with reduced aggression and fewer discipline problems:<sup>18, 19</sup>

#### SUPPORTING RESEARCH

Lieberman & Hoody (1998). Closing the achievement gap: Using the environment as an integrating context for learning. Results of a Nationwide Study. *San Diego: SEER*.<sup>2</sup> Chawla (2015). Benefits of nature contact for children. *J Plan Lit*, 30(4), 433-452.<sup>3</sup> Berezowitz et al. (2015). School gardens enhance academic performance and dietary outcomes in children. *J School Health*, 85(8), 508-518.<sup>4</sup> Williams & Dixon (2012). Impact of garden-based learning on academic outcomes in schools: Synthesis of research between 1990 and 2010. *Rev Educ Res*, 83(2), 211-235.<sup>5</sup> Wells et al. (2015). The effects of school gardens on children's science knowledge: A randomized controlled trial of low-income elementary schools. *Int J Sci Edu*, 37(17), 2858-2878.<sup>6</sup> Li & Sullivan (2016). Impact of views to school landscapes on recovery from stress and mental fatigue. *Landscape Urban Plan*, 148, 149-158.<sup>7</sup> Wu et al. (2014). Linking student performance in Massachusetts elementary schools with the "greenness" of school surroundings using remote sensing. *PLoS ONE* 9(10): e108548.<sup>8</sup> Matsuoka, R. H. 2010. Student performance and high school landscapes. *Landscape and Urban Planning* 97 (4), 273-282.<sup>9</sup> Moore & Wong (1997). Natural Learning: Rediscovering Nature's Way of Teaching. *Berkeley, CA: MIG Communications*.<sup>10</sup> Faber Taylor et al. (2002). Views of nature and self-discipline: Evidence from inner-city children. *J Environ Psy*, 22, 49-63.<sup>11</sup> Mårtensson et al. (2009). Outdoor environmental assessment of attention promoting settings for preschool children. *Health Place*, 15(4), 1149-1157.<sup>12</sup> Wells (2000). At home with nature effects of "greenness" on children's cognitive functioning. *Environ Behav*, 32(6), 775-795.<sup>13</sup> Berto et al. (2015). How does psychological restoration work in children? An exploratory study. *J Child Adolesc Behav* 3(3).<sup>14</sup> Faber Taylor et al. (2001). Coping with ADD: The surprising connection to green play settings. *Environ Behav*, 33(1), 54-77.<sup>15</sup> Amoly et al. (2014). Green and blue spaces and behavioral development in Barcelona schoolchildren: The BREATHE Project. *Environ Health Perspect*, 122,1351-1358.<sup>16</sup> Blair (2009) The child in the garden: An evaluative review of the benefits of school gardening. *J Environ Educ*, 40(2), 15-38.<sup>17</sup> Rios & Brewer (2014). Outdoor education and science achievement. *Appl Environ Educ Commun*, 13(4), 234-240.<sup>18</sup> Bell & Dymont (2008). Grounds for health: The intersection of green school grounds and health-promoting schools. *Environ Educ Res*, 14(1), 77-90.<sup>19</sup> Nedovic & Morrissey (2013). Calm, active and focused: Children's responses to an organic outdoor learning environment. *Learn Environ Res*, 16(2), 281-295.<sup>20</sup> Ruiz-Gallardo & Valdés (2013). Garden-based learning: An experience with "at risk" secondary education students. *J Environ Educ*, 44(4), 252-270.

# Green Schoolyards Can Provide Mental Health Benefits

Green schoolyards can enhance mental health and well-being and promote social-emotional skill development.

## GREEN SCHOOLYARDS HELP KIDS FEEL:

### CALMER & LESS STRESSED<sup>2,3</sup>

Views of green landscapes from classroom windows helped high school students recover more quickly from stressful events.<sup>4</sup>

### POSITIVE & RESTORED<sup>3</sup>

Forest schools enhanced positive and decreased negative emotions.<sup>5</sup>

### RESILIENT<sup>2</sup>

Natural areas enhanced feelings of competence and increased supportive social relationships that help build resilience.<sup>2</sup>

## GREEN SCHOOLYARDS PROMOTE SOCIAL-EMOTIONAL SKILLS

### PRACTICE RELATIONSHIP SKILLS<sup>2</sup>

Children demonstrated more cooperative play, civil behavior and positive social relationships in green schoolyards.<sup>6,7</sup>

### DEVELOP SELF-AWARENESS & SELF-MANAGEMENT

Green schoolyards can reduce aggression and discipline problems.<sup>6,7</sup>

Gardening at school helped students feel proud, responsible & confident.<sup>2</sup>

#### SUPPORTING RESEARCH

<sup>1</sup>[www.nimh.nih.gov/health/statistics/prevalence/any-disorder-among-children.shtml](http://www.nimh.nih.gov/health/statistics/prevalence/any-disorder-among-children.shtml) <sup>2</sup>Chawla et al. (2014). Green schoolyards as havens from stress and resources for resilience in childhood and adolescence. *Health Place*, 28, 1-13. <sup>3</sup>Kelz et al. (2015). The restorative effects of redesigning the schoolyard: A multi-methodological, quasi-experimental study in rural Austrian middle schools. *Environ Behav*, 47(2), 119-139. <sup>4</sup>Li & Sullivan (2016). Impact of views to school landscapes on recovery from stress and mental fatigue. *Landscape Urban Plan*, 148, 149-158. <sup>5</sup>Roe & Aspinall (2011). The restorative outcomes of forest school and conventional school in young people with good and poor behaviour. *Urban For Urban Gree*, 10(3), 205-212. <sup>6</sup>Bell & Dymont (2008). Grounds for health: The intersection of green school grounds and health-promoting schools. *Environ Educ Res*, 14(1), 77-90. <sup>7</sup>Nedovic & Morrissey (2013). Calm, active and focused: Children's responses to an organic outdoor learning environment. *Learn Environ Res*, 16(2), 281-295.



# Green Schoolyards Encourage Beneficial Play

Natural areas promote child-directed free play that is imaginative, constructive, sensory-rich, and cooperative.

## ENCOURAGING IMAGINATIVE, COOPERATIVE FREE PLAY



GREEN SCHOOLYARDS CAN:

- Accommodate different ages & abilities <sup>2,3</sup>
- Sustain children's interest <sup>4,5</sup>
- Offer a variety of options that appeal to a wide range of play interests <sup>2</sup>
- Promote cooperation & negotiation <sup>4,6</sup>
- Strengthen links between play & learning <sup>2,3,4</sup>

## GREEN SCHOOLYARDS CAN SUPPORT DIFFERENT TYPES OF PLAY <sup>2,4,7,8</sup>

### DRAMATIC PLAY

Loose parts—such as sticks, stones, acorns & pinecones—engage the imagination.

### EXPLORATORY PLAY

Natural areas provide opportunities for children to explore.

### SOLITARY PLAY

Areas under bushes or other nooks allow children to engage in alone time and contemplation.

### CONSTRUCTIVE PLAY

Building things out of natural materials helps children learn hands-on skills.

### LOCOMOTOR PLAY

Natural items such as logs and rocks can be carried. Looping paths allow walking, running and biking.



### SUPPORTING RESEARCH

<sup>1</sup>Rideout et al. (2010). Generation M2: Media in the lives of 8-18 year olds. Kaiser Family Foundation <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8010.pdf> <sup>2</sup>Dymont & Bell (2008). Grounds for movement: Green school grounds as sites for promoting physical activity. *Health Educ Res*, 23(6), 952-962. <sup>3</sup>Stanley (2011). The place of outdoor play in a school community: A case study of recess values. *Child Youth Environ*, 21(1), 185-211. <sup>4</sup>Dennis et al. (2014). A post-occupancy study of nature-based outdoor classrooms in early childhood education. *Child Youth Environ*, 24(2), 35-52. <sup>5</sup>Luchs & Fikus (2013). A comparative study of active play on differently designed playgrounds. *J Advn Educ & Outd Learn*, 13(3), 206-222. <sup>6</sup>Acar & Torquati (2015). The power of nature: Developing pro-social behavior towards nature and peers through nature-based activities. *Young Children*, 70(5), 62-71. <sup>7</sup>Chawla (2015). Benefits of nature contact for children. *J Plan Lit*, 30(4), 433-452. <sup>8</sup>Cloward Drown & Christenson (2014). Dramatic play affordances of natural and manufactured outdoor settings for preschool-aged children. *Child Youth Environ*, 24(2), 53-77.



# Green Schoolyards Can Increase Physical Activity

Green schoolyards can promote physical activity by offering a variety of active play options that engage children of varying fitness levels, ages, and genders.

## 85%

OF EDUCATORS AND PARENTS

said green schoolyards support a wider range of play activities than other types of schoolyards.<sup>2</sup>

## MORE OPTIONS, MORE ACTIVITY

PROMOTE

running  
jumping  
climbing  
lifting<sup>2</sup>

trees  
logs  
shrubs  
rocks

Variety in landscaping increases variety in active play.<sup>2</sup>

## MEETING DIVERSE & CHANGING NEEDS

GREEN SCHOOLYARDS COMPLEMENT CONVENTIONAL PLAYGROUNDS WITH OPPORTUNITIES FOR

**LIGHT & MODERATE PHYSICAL ACTIVITY**

that are more appealing to some children.<sup>3,4</sup>

GREEN SCHOOLYARDS CAN CONTRIBUTE TO

**GIRLS' PHYSICAL FITNESS** ❀❀❀❀

Physical activity decreases as children grow, especially for girls. Green schoolyards sustain activity as children age and preferences change.<sup>5,6,7</sup>

### SUPPORTING RESEARCH

<sup>1</sup>[www.cdc.gov/physicalactivity/data/facts.htm](http://www.cdc.gov/physicalactivity/data/facts.htm) <sup>2</sup>Dyment & Bell (2008). Grounds for movement: Green school grounds as sites for promoting physical activity. *Health Educ Res*, 23(6), 952-962. <sup>3</sup>Barton et al. (2015). The effect of playground- and nature-based playtime interventions on physical activity and self-esteem in UK school children. *In J Environ Health Res*, 25(2), 196-206. <sup>4</sup>Dyment et al. (2009). The relationship between school ground design and intensity of physical activity. *Child Geogr*, 7(3), 261-276. <sup>5</sup>Brink et al. (2010). Influence of schoolyard renovations on children's physical activity: The Learning Landscapes Program. *Am J Public Health*, 100(9), 1672-1678. <sup>6</sup>Mårtensson et al. (2014). The role of greenery for physical activity play at school grounds. *Urban For Urban Gree*, 13(1), 103-113. <sup>7</sup>Pagels et al. (2014). A repeated measurement study investigating the impact of school outdoor environment upon physical activity across ages and seasons in Swedish second, fifth and eighth graders. *BMC Public Health*, 14(1), 803.

INFOGRAPHICS PROVIDED BY THE CHILDREN & NATURE NETWORK

Supporting references and research on the benefits of nature can be found at [childrenandnature.org/research](http://childrenandnature.org/research)



# Diversity, Equity & Inclusion Lens In Green & Healthy Schools

As schools across the Milwaukee area take part in greening their schoolyards for the health benefits of students and teachers alike, this segment is offered as an addendum to addressing environmental injustice and cultivating culturally relevant curricular activities.

## DIVERSITY: The unique differences between us that make a difference.

*What diversity is not: a  
euphemism for people of color.*

There are many facets of diversity, such as ability, socio economics, gender identity/expression, sexual orientation, immigration status, religion, etc.

It is important for educators not to discredit the significance of their students' unique identities and lived experience. It is also important to acknowledge difference as a *value-add* to the classroom. Allowing students the opportunity to practice navigating conversations about a difference in an affirming way helps build empathy, innovation, and collaboration. Consequently, educators should be mindful of how their own unique identities and experiences, consciously and unconsciously, inform how they lead the classroom.

*Source: Hines, Mack T., White Teachers, Black Students, Rowman & Littlefield, 2017*



## EQUITY: A process of ensuring everyone has access to what they need to thrive.

*What equity is not: giving everyone  
the same thing, such as equality.*

We all have strengths and areas of growth opportunity. Educators with a **growth mindset** recognize that their students can learn anything, it's a matter of identifying the teaching style that will create the most impact for each student. This also means recognizing that not all students start out at the same place, nor have access to the same resources or experiences.



**Critical takeaways:** Diversity is often used as a euphemism for people of color. This notion promotes the fallacious assumption that 1. A single person can be diverse and 2. White people are not racialized and therefore excluded from diversity efforts and problematically perceived as the “norm,” the “baseline” against which people from all other ethnicities and cultures are measured.



For more information and educator support in embedding equity into curricular connections, please email [info@creamcityconservation.org](mailto:info@creamcityconservation.org)

No matter how homogeneous or diverse the classroom, every student benefits from culturally relevant curricula. When educators use materials that depict characters, language, culture, and more from a diversity of backgrounds, perspectives, and abilities it creates a sense of belonging as students see themselves reflected in the teachings.

## INCLUSION: Celebrating, welcoming, valuing, and leveraging differences.

*What inclusion is not: ignoring,  
overcoming, or tolerating difference.*



### WHY AN EQUITY LENS IS IMPORTANT TO SCHOOLYARD DEVELOPMENT

**Climate Change – With regards to environmental injustice, people of color are hit first and worst.**

The U.N. Climate Report 2018 states our world has 12 years to take critical action before the effects of climate change are irreversible.

*Source: Climate Change Is Not A Future Problem for POCs., U.N. Climate Report 2018*

**82% of public school educators are white.**

Culturally competent educators contribute positively to the social-emotional well-being of students. Educators that push color-blindness and discourage exploration of difference may harm students by making them feel as though they themselves are not seen and that diversity is taboo.



*Source: The State of Racial Diversity in the Educator Workforce, July 2016 US Dept. of Education; White Teacher, Black Students by Mack T. Hines III.*

**Critical takeaways:** The health, education, and economic disparities experienced by marginalized communities is not a coincidence. A firm understanding of the historical context and current policies and practices that fuel disproportionate effects of environmental injustice is paramount. Without this foundation, educators will not be empowered to systematically dismantle institutional oppression and rebuild social structures that ensure equitable access for all students to thrive.





# 4



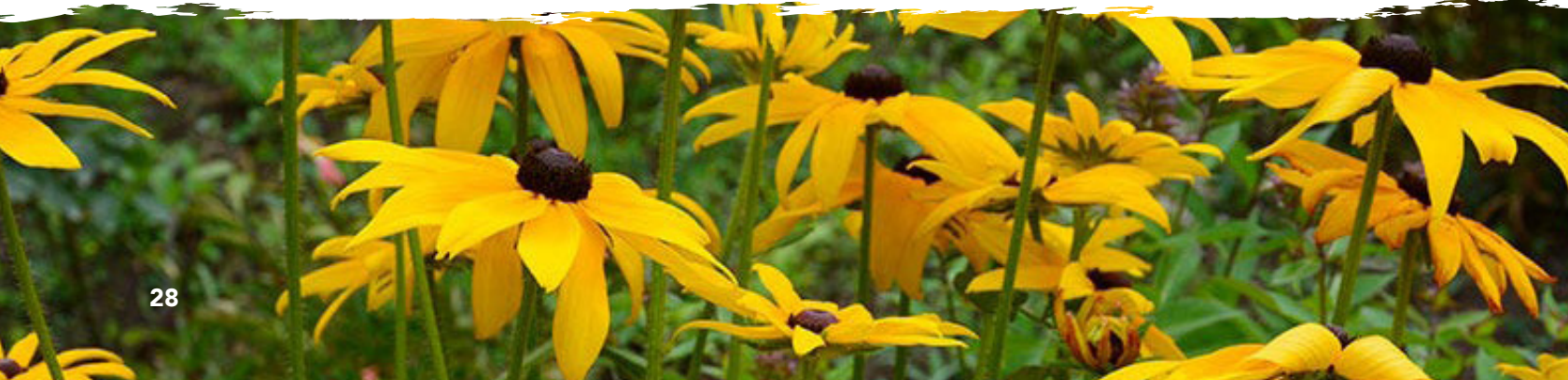
## *Maintenance and Stewardship*

Green infrastructure features require varying levels of maintenance and offer opportunities to engage youth in active environmental stewardship, raise awareness of environmental impacts, and make meaningful curricular connections. Some maintenance activities such as weeding, debris pickup, inspection of plant health, crop harvesting, watering, etc. can further engage faculty, students, parents, and the surrounding neighborhood in school activities and outdoor learning, while also sharing the responsibility of maintaining the new green space. It should be noted that generally, the school's Green Team will be responsible for additional maintenance needs.

To promote the longevity and active use of the redeveloped schoolyard, recommendations were made to provide features that match the maintenance capacity and planned curricular connections of the school and community. The following section provides a summary of seasonal and monthly maintenance needs for the school's new green features. Comprehensive maintenance plans will need to be developed in the project's detailed design phase to fully support the new elements.



***Well-maintained green infrastructure and play spaces can help reduce the potential need for costly repairs.***







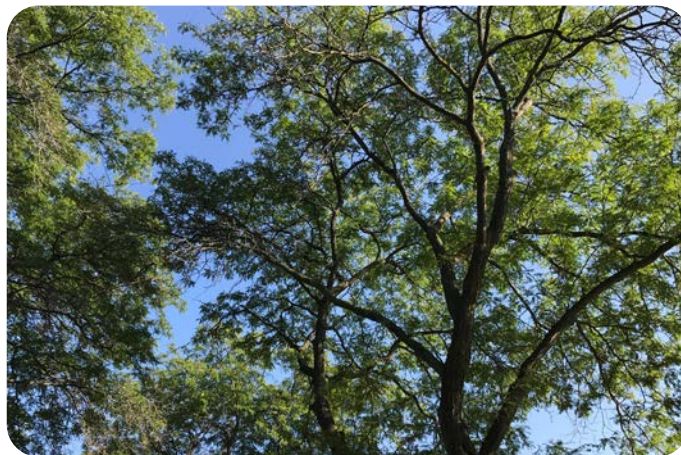
## Asphalt Removal

### Ongoing/Monthly Considerations:

Depending on the groundcover replacement such as grass, woodchips, permeable pavement, etc., the replacement may require additional maintenance such as grass cutting, woodchip replacement, vacuuming, etc.

### Seasonal/Annual Considerations:

Some asphalt areas at schools are used in winter as snow management locations. Confirming the seasonal use of the asphalt areas can help with determining the feasibility of asphalt removal and/or ways to adjust snow management.



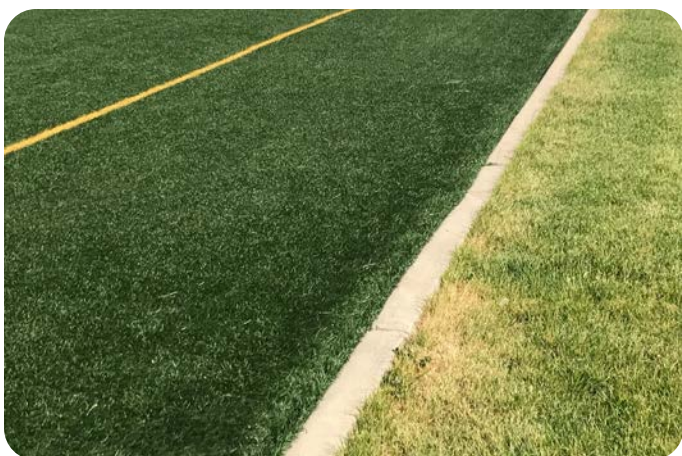
## Tree Plantings

### Ongoing/Monthly Considerations:

Newly planted trees will require protection from children wanting to play around them for the first few years. Strategies such as temporary or permanent fencing, signage, or planting boxes can help allow the trees space and time to grow.

### Seasonal/Annual Considerations:

Berries, leaves, sticks, and branches often fall from trees during spring or fall. The litter may not need to be actively managed. However, large amounts may need to be composted or discarded.



## Porous Groundcover

### Ongoing/Monthly Considerations:

Debris and sediment washing into pavement pores can lead to clogging — monthly inspection is recommended to remove leaves, woodchips, and other debris. Also monitor for turf sections that need to be pinned down or replaced due to damage/heavy use.

### Seasonal/Annual Considerations:

Reapplication or raking of the rubber pellets may be needed to keep the synthetic turf weighed down. Replacing sections of turf or re-securing to the perimeter edging by trained technicians.



## Native Plantings

### Ongoing/Monthly Considerations:

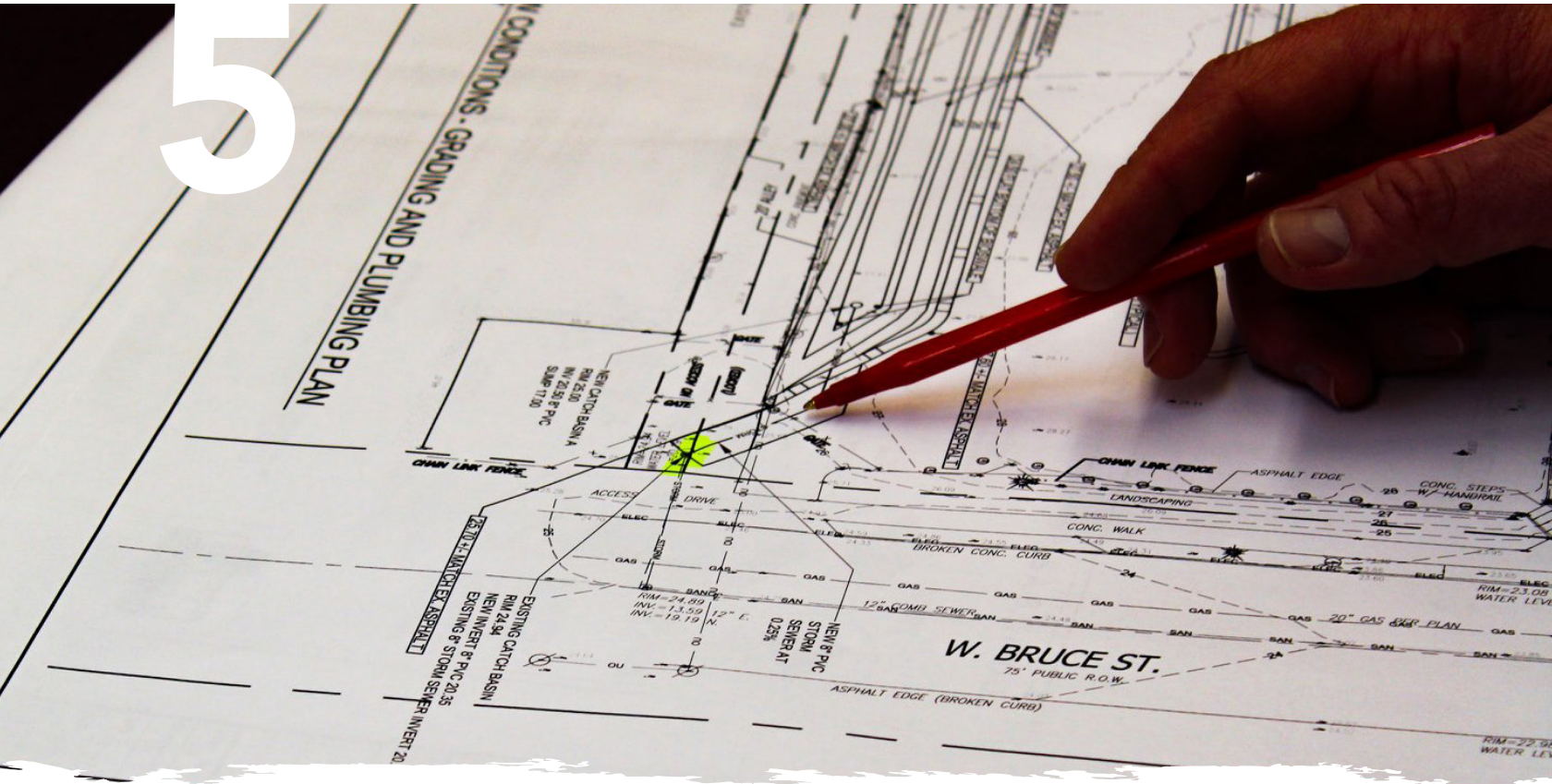
Similar to raised bed gardens, native plantings will require ongoing weeding (weekly) as they mature. Determining who will be responsible (ideally multiple people/groups/classrooms) beyond planting is important, especially over summer months.

### Seasonal/Annual Considerations:

Native plants are more resilient and require less ongoing maintenance as they mature. One to three years of weeding is required initially, but long-term expected maintenance is minimal.



# 5



## Fundraising Targets

An important component of the conceptual planning effort was to develop plans that are feasible. Estimates of funding requirements were discussed throughout the planning effort in order to keep the designs within reasonable cost ranges. The following table of estimated costs are presented in terms of “fundraising targets” to better represent the approximate budgetary nature of the numbers.

It should be noted that the following funding targets represent conceptual, high-level estimates with many assumptions, not consultant or contractor bids based on detailed design work, which would be more accurate.

The following estimates are expected to vary from actual incurred expenses. However, significant consideration and review of the fundraising targets were provided from engineers, contractors, and school administrators with experience in schoolyard redevelopment projects.

Although the following fundraising targets are intended to incorporate reasonable cost expectations for schoolyard redevelopment, changes to the design, contracting requirements, or amount of in-kind contributions can significantly impact the following numbers either upward or downward.



***It's ideal to raise enough funds to be able to complete the schoolyard redevelopment in one pass; however, in some cases, projects can take several years to be completed due to funding constraints.***

## Invitation for Support

We invite your enthusiastic review of this conceptual plan document and welcome any questions you may have on the schoolyard redevelopment. Please visit Reflo’s website for status updates and how to donate to the schoolyard redevelopment project:

[www.RefloH2o.com](http://www.RefloH2o.com)

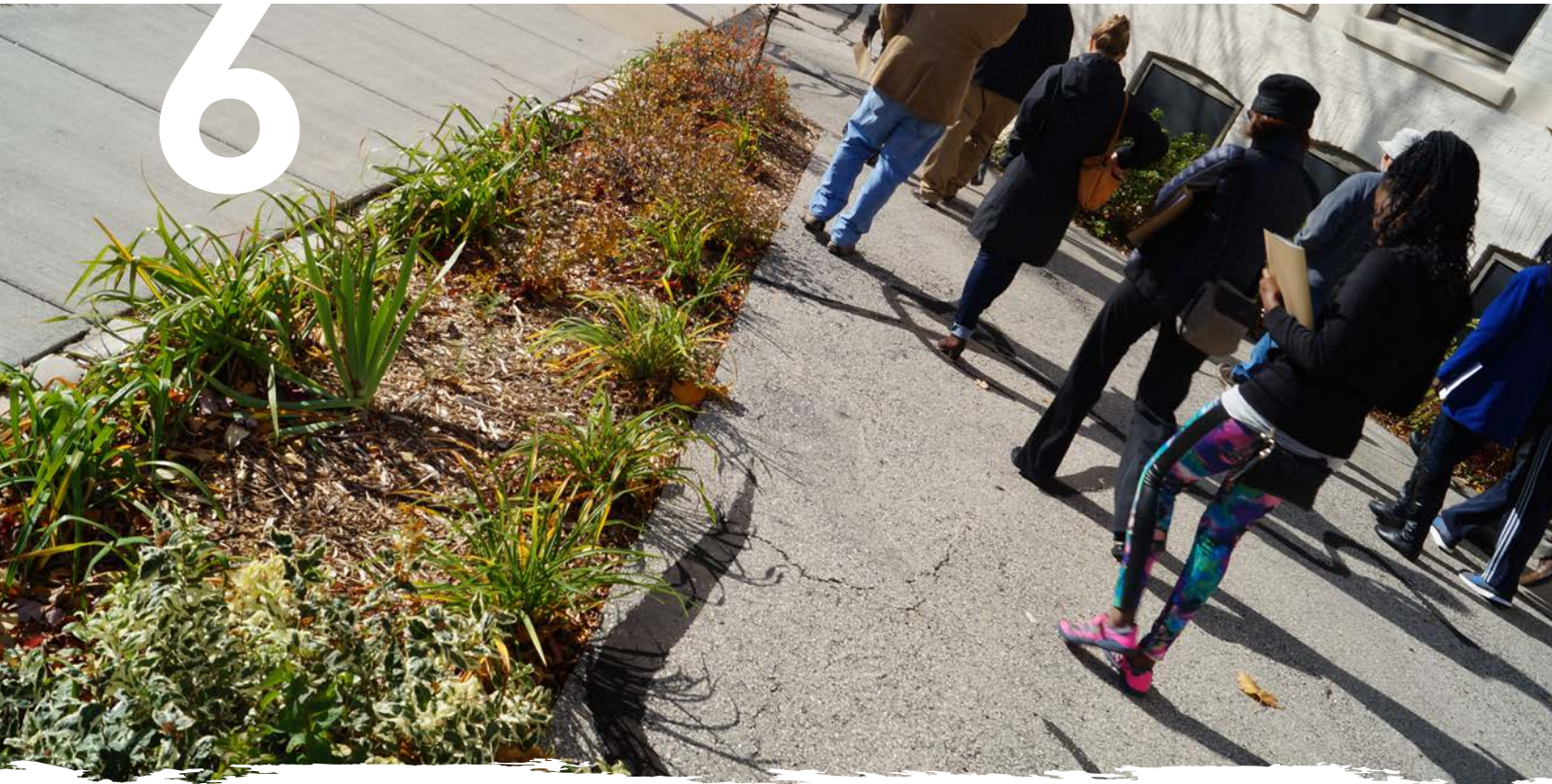


# Conceptual Redevelopment Plan Fundraising Targets

	Apx. Fundraising Targets	Apx. In-kind Contribution
<b>Stormwater Green Infrastructure</b>		
Asphalt removal, sawcutting, mobilization, etc.	\$ 125,000	
Soil, grass, and other porous resurfacing	\$ 40,000	
Trees (and protective fencing)	\$ 20,000	
Bioswales (native plantings and protective fencing)	\$ 30,000	
Native plantings / mindfulness garden	\$ 5,000	
Porous Pavement - Syn. Turf Soccer Field	\$ 80,000	
Underground cistern	\$ 80,000	
Stormwater diversion from parking lot	\$ 20,000	
Engineering, surveying, and construction admin.	\$ 50,000	
Facilities project management	\$ 5,000	\$ 28,000
Continued Reflo project development support	\$ 15,000	\$ 15,000
Project signage	\$ 10,000	\$ 7,500
Demonstrations, workshops, tours		\$ 5,000
Water-focused curricular activities	\$ 10,000	\$ 10,000
Vegetation establishment	\$ 10,000	\$ 5,000
<b>Stormwater Green Infrastructure Subtotal</b>	<b>\$ 500,000</b>	<b>\$ 70,500</b>
<b>School Gardens &amp; Healthy Food Access</b>		
Raised bed gardens	\$ 10,000	\$ 5,000
<b>School Gardens &amp; Healthy Food Access Subtotal</b>	<b>\$ 10,000</b>	<b>\$ 5,000</b>
<b>Recreational Improvements</b>		
Gaga Ball pits (2) with ADA doors	\$ 10,000	
Asphalt crackfilling and striping	\$ 30,000	
Tot lot improvements	\$ 35,000	
Nature play features (embedded logs and stumps)	\$ 40,000	
<b>Recreational Improvements Subtotal</b>	<b>\$ 115,000</b>	<b>\$ -</b>
<b>Educational Elements</b>		
Arts programming	\$ 25,000	\$ 5,000
Musical instruments and sensory boards	\$ 25,000	
Outdoor classrooms (2)		
Structures (1)	\$ 60,000	
Surfacing	\$ 15,000	
Seating	\$ 20,000	
Amenities	\$ 7,500	
<b>Educational Elements Subtotal</b>	<b>\$ 152,500</b>	<b>\$ 5,000</b>
<b>Other Site Improvements</b>		
Bike parking equipment	\$ 2,500	
Bollards	\$ 15,000	
Pathways and fencing	\$ 25,000	
Schoolyard benches and other Amenities	\$ 40,000	
<b>Other Site Improvements Subtotal</b>	<b>\$ 82,500</b>	<b>\$ -</b>
<b>Total Estimated Fundraising Target:</b>	<b>\$ 860,000</b>	<b>\$ 80,500</b>



# 6



## Project Timeline and Next Steps

Although there has already been a significant amount of time and energy invested in the schoolyard redevelopment project by Lincoln Avenue Community School and its partners, the compilation of this conceptual plan document realistically represents step one of a multi-year, major construction-focused redevelopment project.

The next phase of project development is fundraising, which is intended to conclude by the end of 2023. The scope of the construction is based on the funds obtained through budget allocations, grants, donations, and school fundraisers. Engineering, surveying, and

architecture firms are typically hired in fall to support the detailed design and permitting process. To minimize disruption to regularly scheduled school functions, it is preferred to conduct construction over a relatively short time frame in summer months.

Big changes like this project require a great deal of time, resources, and, most of all, commitment. Accomplishing this conceptual redevelopment plan is a major milestone itself. This plan shows the school's desire and ability to focus its efforts on meaningful outdoor education and healthy learning spaces for their students and community.



**For information on how to support Lincoln Avenue Community School's schoolyard redevelopment:**

Please go to Reflo's website: [www.RefloH2o.com](http://www.RefloH2o.com) or send an email to: [lisa.neeb@RefloH2o.com](mailto:lisa.neeb@RefloH2o.com)

# Supporting Organizations



The Milwaukee Metropolitan Sewerage District (MMSD) is a regional government agency that provides water reclamation and flood management services for about 1.1 million people in 28 communities in the Greater Milwaukee Area. MMSD is a strong supporter of green infrastructure, with many available resources.



Milwaukee Public Schools is committed to accelerating student achievement, building positive relationships between youth and adults, and cultivating leadership at all levels. Many departments are engaged on an ongoing basis to support the multifaceted schoolyard redevelopment projects.



The Fund for Lake Michigan (FFLM) provides grants to support organizations and communities committed to enhancing the Lake's health through projects with both immediate and long-term benefits. The FFLM has been a longtime partner of the green and healthy schools movement and continuously promotes its expansion.



As a nonprofit, Reflo partners with Milwaukee-area schools, neighborhood associations, community garden groups, and local governments to promote sustainable water management such as green infrastructure through education, research, and the implementation of community-based water projects.



Community Design Solutions (CDS) is a funded design center in the UWM School of Architecture & Urban Planning (SARUP) that assists communities, agencies, civic groups, and campuses throughout Wisconsin. CDS provides preliminary design and planning services to underserved communities and agencies.



Cream City Conservation is a two-prong social enterprise: working with organizations to address internal cultures and practices that contribute to workforce homogeneity; and training and employing young adults 15–25 whose social identities are traditionally underrepresented in the environmental industry.



The Green Schools Consortium of Milwaukee (GSCM) is a robust local network of schools and resource providers that are motivated to promote greener, healthier schools. Through bi-monthly meetings and an annual conference, hundreds of local participants have collectively shared ideas, resources, and lessons learned.



Arts @ Large activates Milwaukee's education communities to build environments that support arts-rich, lifelong learning. Arts @ Large uses the arts as a tool to engage students in academic learning and provide meaningful work for artists.



Sixteenth Street Community Health Centers improve the health and well-being of Milwaukee and surrounding communities, by providing quality, patient-centered, family-based health care, health education and social services, free from linguistic, cultural and economic barriers.



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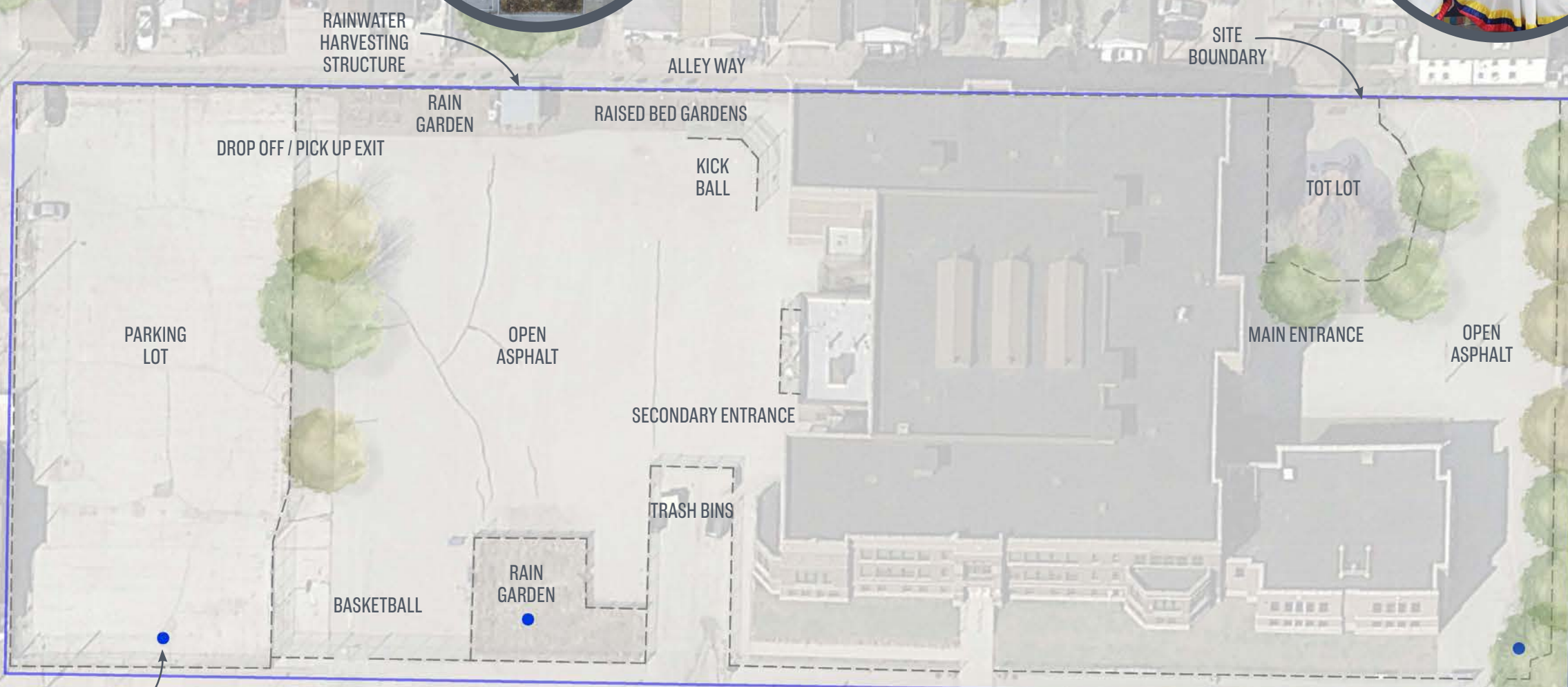
### ASPHALT GAMES

Students play several asphalt games on Lincoln Avenue's schoolyard. Hopscotch, four square, and other pavement markings help guide students to use a variety of spaces during recess, physical education classes, and programs with our community partners.



### DIVERSE LEARNING COMMUNITY

As a Community School representing cultures from around the world, Lincoln Avenue celebrates, embraces, and nurtures its diverse learning community with culturally-relevant curricular connections, extracurricular activities, and community events.



UTILITIES - INCLUDING STORMWATER CATCH BASINS

### ENVIRONMENTAL HEALTH & OUTDOOR RECREATION PROGRAMMING

Lincoln Avenue partners with Sixteenth Street Community Health Centers to provide sustainability, environmental health, and outdoor recreational programming. These programs help not only students but also the surrounding neighborhood community develop a connection and sense of stewardship for the environment.



S 18TH STREET

### NEED FOR STORMWATER MANAGEMENT

Stormwater flows across the playground causing asphalt erosion and icy conditions in the winter months. There is opportunity to install green infrastructure such as bioswales, a synthetic turf soccer field, and an underground cistern on Lincoln Avenue's schoolyard to further manage stormwater where it falls.



## EXISTING SITE PLAN

Drawing Title:

Project: Lincoln Avenue Community School  
1817 W Lincoln Ave.  
Milwaukee, WI 53215  
Designed By: Reflo, CDS, and Lincoln's Green Team  
Drawn By: Justin Hegarty

Project No: C6.MPS.31

Figure No:



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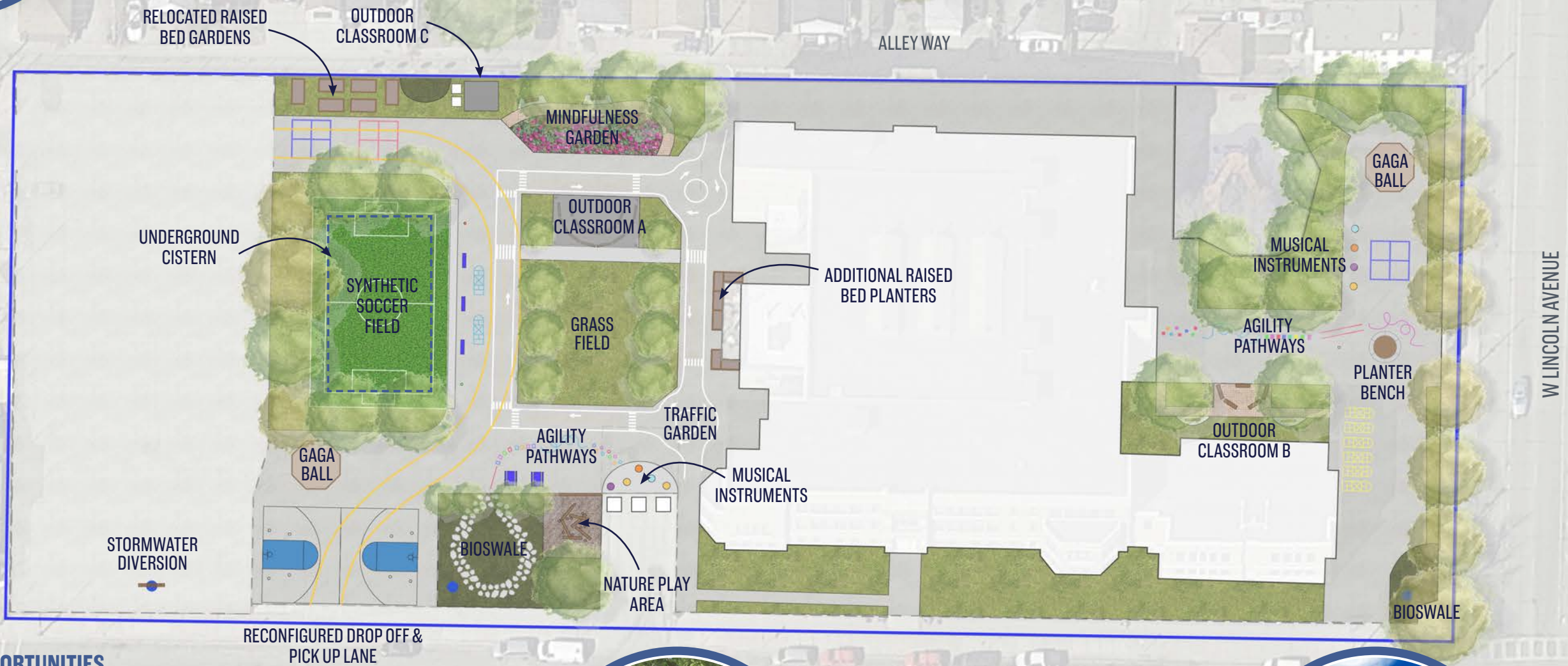
### STORMWATER GREEN INFRASTRUCTURE

Green infrastructure including bioswales, native plantings, and a synthetic turf field with an underground cistern beneath it will help to better manage stormwater on the school grounds, where it falls, improving the aesthetics, biodiversity, recreational facilities, and the health of local watersheds.



### ENHANCED SCHOOL GARDEN OPPORTUNITIES

Lincoln Avenue Community School is excited to expand their school gardening activities to include additional raised beds and a mindfulness garden. These gardens will allow the school and community to extend learning in vibrant living classrooms that support Lincoln Avenue's cross-curricular learning and social-emotional health goals.



### MULTIPLE ARTS OPPORTUNITIES

There are many opportunities to include artistic elements throughout the schoolyard including art posts, murals, and educational signage to support the redevelopment project. The outdoor classrooms will also provide a setting for the performing arts.



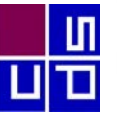
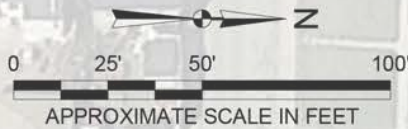
### NATURE PLAY ELEMENTS

Lincoln Avenue Community School would like to incorporate natural playscape elements that nurture childhood creativity, foster wonder and imagination, and inspire healthy risk-taking.



### OUTDOOR CLASSROOMS

To help facilitate ecoliteracy and all of the sensory exploration that comes with outdoor learning, Lincoln Avenue would like to build two additional outdoor classrooms, completed with natural seating options.



Reflo  
Sustainable Water Solutions

## PROPOSED SITE PLAN

Drawing Title:

Project: Lincoln Avenue Community School  
1817 W Lincoln Ave.  
Milwaukee, WI 53215  
Designed By: Reflo, CDS, and Lincoln's Green Team  
Drawn By: Justin Hegarty

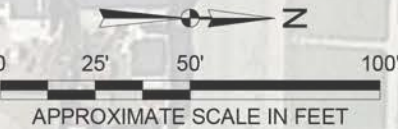
Project No: C6.MPS.31

Figure No:



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**NOTES**

The planned green infrastructure is intended to manage at least a 25-year, 24-hour storm event (4.53 inches of rainfall) as described in the National Oceanic and Atmospheric Administration (NOAA) Atlas 14 point precipitation frequency estimates for Milwaukee. Green infrastructure estimates calculated using MMSD's Capacity Table and engineer's estimates for conceptual bioswale capacity; up to a 100-year, 24-hour storm event. Conceptual planning depictions and estimates, including stormwater management capacity, will need to be confirmed during the detailed design and construction as-built processes.

**UNDERGROUND CISTERN**

A 40,000-gallon cistern will store stormwater and further manage water where it falls.  
**Managing approx. 40,000 gallons**

**NATIVE LANDSCAPING**

A total of 850 sq. ft. of native planting areas will be installed throughout the schoolyard.  
**Managing approx. 340 gallons**

**STORMWATER TREES**

30 stormwater trees are intended to be planted.  
**Managing approx. 750 gallons**

**STORMWATER DIVERSION**

**POROUS PAVEMENT**

Approximately 5,400 sq. ft. of porous, synthetic turf will be installed to support soccer  
**Managing approx. 16,200 gallons**

**BIOSWALE**

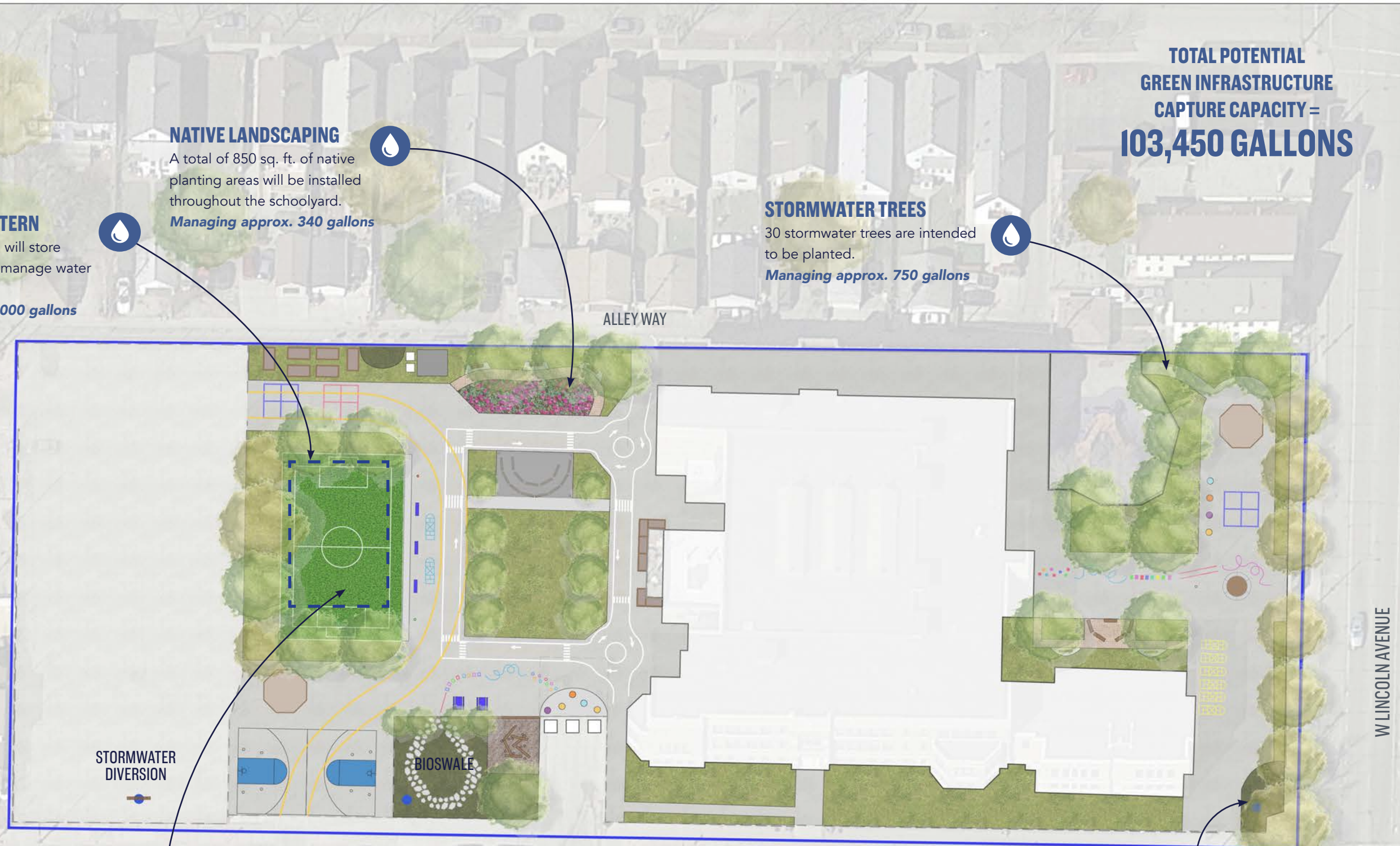
**DEPAVING**

Total asphalt removal is anticipated to be approximately 15,300 sq. ft. and replaced with more porous ground cover including synthetic turf, native plantings, bioswales, walking paths, and porous pavement.  
**Managing approx. 3,060 gallons**

**BIOSWALES**

Bioswales will be added to the school grounds to promote biodiversity and further manage stormwater.  
**Managing approx. 43,100 gallons**

**TOTAL POTENTIAL GREEN INFRASTRUCTURE CAPTURE CAPACITY = 103,450 GALLONS**



**STORMWATER GREEN INFRASTRUCTURE PLAN**

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 Milwaukee, WI 53215  
 Designed By: Reflo, CDS, and Lincoln's Green Team  
 Drawn By: Justin Hegarty

Project No: C6.MPS.31

Figure No: 3



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### EDUCATIONAL SIGNAGE AND EXHIBITION

Looking at the redeveloped school grounds through the lens of exhibition, there are several opportunities to display educational themes through artistic means. Students can participate in the original creation of the signs and if panels are to be easily replaceable, portions of the signs could be refreshed with new thematic student art on a regular basis.

#### Potential Sign Themes

- ① Bioswales and Stormwater Management
- ② School Gardens and Healthy Food Access
- ③ Outdoor Classroom - Use Schedule
- ④ Benefits of Nature Play
- ⑤ Project Partners and Site History
- ⑥ Native Plantings and Pollinator Species



### MURALS AND PAVEMENT MARKINGS

Lincoln Avenue would like to further activate the schoolyard through the visual arts. There are opportunities to add murals and colorful pavement markings to support sensory and curricular connections. Adding professionally developed murals with themes that reflect the schoolyard redevelopment can help to make the space feel more welcoming and connected while also providing an opportunity for local artists.



W LINCOLN AVENUE



### OUTDOOR CLASSROOMS

The outdoor classrooms will serve as an important focal point in the schoolyard. These space can support classroom activities and serve as an intimate space for smaller scale performing arts and community-based activities.



### OUTDOOR SEATING

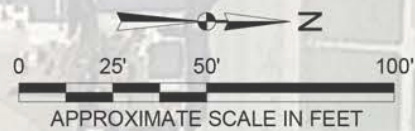
Currently there are limited seating options throughout the schoolyard. Seating is important for students that would like to socialize, quietly read or journal during outdoor free time, as well as for parents waiting for their children during dismissal. Benches also provide an opportunity for visual arts and sponsor recognition.



S 18TH STREET

### MUSICAL PLAY ELEMENTS

To enhance the learning experience and create a full sensory experience, Lincoln Avenue would like to add secured musical instruments to provide students the opportunity to hone their creativity by freely creating music on the schoolyard.



Reflo  
Sustainable Water Solutions

Drawing Title:

**ARTS, OUTDOOR EDUCATION, AND COMMUNITY  
ENGAGEMENT PLAN**

Project:  
Lincoln Avenue Community School  
1817 W Lincoln Ave.  
Milwaukee, WI 53215

Designed By: Reflo, CDS, and Lincoln's Green Team  
Drawn By: Justin Hegarty

Project No:  
C6.MPS.31  
Figure No:



For more information on how to support the /  
Para más información en cómo apoyar a

## *Lincoln Avenue Community School*

schoolyard redevelopment project please contact: /  
proyecto de reurbanización del patio de recreo por favor contacte:

**Damaris Ayala – Principal / Directora**

Lincoln Avenue Community School  
perezdx@milwaukee.k12.wi.us

**Misty Ellen Kreider – Assistant Principal / Subdirectora**

Lincoln Avenue Community School  
durskime@milwaukee.k12.wi.us

**Lisa Neeb – Green & Healthy Schools Program Manager /  
Gerente de Programa de Escuelas Verdes y Saludables**

Reflo - Sustainable Water Solutions  
lisa.neeb@RefloH2o.com



For additional information please visit /  
Para obtener información adicional, visite

[www.RefloH2o.com](http://www.RefloH2o.com)