Coastal Roots Has Wheels!

Dr. Pam Blanchard, CR Director, LSU Dept. of Educational Theory, Policy & Practice; Dr. Ed Bush, CR Co-Director, LSU School of Plant, Environmental and Soil Sciences; Mr. David Bourgeois, CR Co-Director, Associate Fisheries Agent, LA Sea Grant /LSU AgCenter

The van that was donated to the LSU Coastal Roots Program by LSU Alumns, Harmon and Renae Chandler, arrived in June, and we are thrilled to have it. The van is brilliantly decorated with a “wrap,” which is actually a gigantic sticker that covers both sides and the back of the vehicle. The Chandlers were honored for their generous gift to the LSU Forever Campaign at a luncheon hosted by Chancellor Martin. The Chandlers requested that two Coastal Roots students join them as their guests at the luncheon. Representing Coastal Roots were Bonnie McLindon (a current student at St. Joseph’s Academy) and Jennifer Rodrigue (a current student at LSU and a former student at Pierre Part Elementary).

The concept for the design was created by Jordan Malcolm Harrison, an intern with the LSU College of Education’s Public Affairs Office, and the final design was created and applied to the van by Billy DeMoss of Frogskin Graphics in Clinton, LA (http://www.frogskinwraps.com). Against background colors of LSU yellow and bright green, the nine images on the van depict students from various Coastal Roots schools as they care for, carry, and plant seedlings ready for the ground. Our slogan, “Students helping Louisiana’s coast one seedling at a time” is visible on both sides and the back of the van, along with the names of Coastal Roots partners, the LSU College of Agriculture, Louisiana Sea Grant College Program, and the LSU AgCenter. LSU’s logo and the “College of Education” are prominently displayed as well. The van is outfitted inside with several shelves that hold our can yard and planting supplies, plus a pull-out tray for ease of loading and unloading shovels, dibbles, display boards and other materials. The van gets rave reviews wherever we go and we are proud and grateful to travel in this rolling display of our program.

Top photo, from left to right: Chancellor Michael Martin, Dean Jayne Fleener, Renae and Harmon Chandler, Provost Astrid Merget, and Wayne Miller. Center photo, from left to right: Dean Jayne Fleener, Dr. Pam Blanchard, Bonnie McLindon, Jennifer Rodrigue, Renae and Harmon Chandler. Bottom photo: Billy DeMoss, owner of Frogskin Graphics, applying part of the “wrap” to our van.

LSU Coastal Roots Winter Workshop set for February 20 in Baton Rouge!

Mark your calendars and get ready for some hands-on learning! Our CR Winter Workshop will be February 20, 2010, from 9:00 AM - 3:00 PM. This year, our host site will be Westdale Heights Academic Elementary Magnet located on College Drive in Baton Rouge, Louisiana. We thank Mary Legoria, Pam Fry, and their administration for their hospitality and willingness to host this year’s Winter Workshop. Besides the sharing of lessons by fellow CR teachers, participants will be toting home their seeds and soil for their spring planting. A $100 stipend will be available to participants. Please make every effort to attend!
Prepare Your Can Yard Now for Winter

Dr. Ed Bush; LSU School of Plant, Environmental, and Soil Sciences

Winter is near and it is about time to winterize your can yard. Before temperatures dip below freezing you will need to shut off your water source and drain the water lines. Please make sure that any exposed PVC pipe is insulated. Water your plants heavily before a freeze, since ice accumulation insulates your plants from cold and drying out. It is a little known secret that many plants dry out during the winter months. We are more attuned to thinking about summer as the dry season, since we (humans) feel the dryness caused by summer heat. However, winter dryness can be just as damaging to plants, so, watch out for freezing temperatures and winterize your yards.

The dormant trees in your yards are generally fine as long as they are wet. If temperatures dip into the teens then you should bring in your trees until temperatures go back up above freezing. It is not common, but it happens every five or ten years. If you have questions, please contact me.

Ed

CR Focus Groups Guide Program Development

The Coastal Roots staff has begun hosting a series of focus groups for the purpose of gathering input from teachers on particular aspects of our program. So far eight CR teachers have taken advantage of the opportunity to share ideas, to brainstorm possibilities for the future, and to collaborate in opening new pathways for partnership and learning. Some common themes have already emerged from the first two meetings.

How can we improve our workshop scheduling and structure to encourage wider participation and provide greater value? Ideas that have been proposed so far include:

- A specialized, introductory training workshop for schools new to the program.
- Overlap workshops for new schools with workshops for already-established schools.
- Conduct workshops more frequently and in different parts of the state.
- Include the teachers, and perhaps even some students, in planning and presenting workshops.
- Have the teachers create an idea book of specific lessons and “teachable moments”.
- Create systems for teachers to interact and share ideas in between workshops.

How might we formulate an incentive program to empower teachers in curriculum development and delivery, and to encourage greater levels of involvement and responsibility among the students?

The idea of an incentive program has so far received enthusiastic support. Students could benefit from having definite goals to work toward in order to earn special recognition. We could create achievement levels in the can yard scoring rubric, for example. A certain score on the can yard might merit a particular reward. Teachers could also earn points by virtue of length in the program, workshops attended, or contribution of lesson plans. Incentive awards could include classroom materials, supplies or instruments.

We plan to continue holding focus group meetings so that we can include as many teachers as possible in these valuable and lively conversations. But there’s no need to wait for a focus group to give us your input! If you have comments or suggestions you’d like to share on improving our workshop structure, creating incentives or any other aspect of the program, please share them with us! Send your ideas to Becky Jones (rjone77@tigers.lsu.edu) and Janina Fuller (jlamb2@tigers.lsu.edu).

Helpful Hands at EDS!

Dave Frye has been a big help taking care the beautiful crop of cypress trees at Bishop Noland Episcopal Day School (Lake Charles, Calcasieu Parish). When a leak was suspected in the irrigation system, the water had to be shut off until the leak could be identified. Mr. Frye helped keep the trees beautiful by hand watering them using water collected in the EDS rain barrel. Thanks, Mr. Frey!

Also, a big thanks to Father Luke, who helped EDS students, Pam and Ann install the irrigation system at EDS last spring. He, too, keeps a watchful eye over EDS seedlings.

Photos: Bishop Noland EDS
LSU has joined with other SEC universities to create the SEC Academic Network. Developed with technology and coordination from ESPN Digital Media and Origin Digital, the network features content ranging from research, innovation and economic development to community partnerships, civic engagement and service. The LSU Coastal Roots Program was chosen by LSU Public Affairs as one of the LSU programs that will be highlighted on the web site. Students from Belle Chasse Middle (Plaquemines Parish, photo upper right) were videotaped on their planting trip to Woodland Plantation in West Point a la Hache, Louisiana. LSU Laboratory School (East Baton Rouge Parish, photo lower right) students were videotaped planting live oak acorns for an experiment that Dr. Blanchard is conducting on green versus brown acorn viability. The videotape is in production at LSU and will be posted to the SEC Academic Network in the near future. To see the video, go to http://www.seccademicnetwork.com, then click on the “LSU” link under Universities.

Two other CR schools have had the good fortune to be interviewed and videotaped on outings associated with the Coastal Roots Program. Franklin High (St. Mary Parish, photo lower left) was videotaped by a local Franklin cable TV station on their planting trip to Bayou Teche National Wildlife Refuge near Centerville, Louisiana, on November 20, 2009. These students grew more than 900 southern baldcypress in their first year of the program, and planted half of those trees on their restoration trip that day. On the same day, hundreds of miles to the east, Lafayette Middle (Lafayette Parish, center photo below) students were videotaped collecting black mangrove seeds on Grand Isle by KATC (Channel 3, Lafayette), Louisiana. We are proud of these students’ hard work to restore Louisiana’s coastal habitats!
Bayouside Classroom Water Quality Parameter: Water Clarity

Murt Conover, Louisiana University Marine Consortium

The next parameter I will be introducing is **Water Clarity**. Water clarity is Bayouside Classroom’s most recent addition to the list of parameters we monitor.

Water clarity measures the clearness or the transparency of water. The **transparency** of water will indicate how far light is able to travel through the water column. Transparency can be used to indicate the turbidity of a body of water. **Turbidity** is the cloudy appearance of water caused by **suspended particles** in the water. Suspended particles include things like sediment, minerals, microorganisms, and chemicals. Keep in mind that transparency and turbidity are very different water quality parameters and should not be used as interchangeable terms.

Measuring the transparency of a body of water will indicate the depth of the photic zone; the zone of water that is exposed to enough sunlight to support photosynthesis, on a given day. The depth of the photic zone varies with the turbidity of the water. In highly turbid lakes the **photic zone** can be as little as 1-2 centimeters, while in the open ocean it can extend to 200 meters (International Project WET, 2002).

Scientists are concerned with water clarity because high turbidity can cause problems. The suspended solids in a water body can absorb heat and cause dissolved oxygen levels to drop (LUMCON, 2001). It also lowers dissolved oxygen levels by decreasing the amount of photosynthesis by aquatic plants and algae by limiting the sunlight available (LUMCON, 2001). Lower levels of photosynthesis will lower the amount of dissolved oxygen available for cellular respiration by animals, bacteria, etc (LUMCON, 2001).

High levels of suspended particles can also have devastating affects on some aquatic life. Large amounts of suspended material can settle out of the water column destroying habitat for macroinvertebrates, fish eggs, and fish fry. High turbidity can cause problems by choking filter feeders, clogging the gills of aquatic animals, and reducing their ability to feed and fight infections (International Project WET, 2002). Humans are also susceptible to hazards presented by high turbidity. Suspended particles can make it easier for viruses, bacteria, and protozoa to survive chemical disinfection of water treatment (International Project WET, 2002).

Bayouside Classroom measures water clarity by using a **transparency tube**. A transparency tube is a clear tube with a **Secchi disk** pattern located on the bottom and a centimeter scale on the side (see the picture above left). There should also be a drainage tube with a pinch clamp on the side of the tube. As one student slowly lets the water drain from the tube, another student looks down the tube until the Secchi disk becomes visible. The drain tube is clamped and the depth (in centimeters) is recorded on the data sheet.

References:

**Award Winners Among Us!**

**Bishop Noland Episcopal Day School** (Lake Charles, Calcasieu Parish) had ten (yes! TEN!) winners in the 2009 **Keep Your Eye on the Prize** Student Contest sponsored by America’s Wetlands Foundation! Alex Uribe won second place ($200 savings bond) for his poetry entry. The following are the winners in their age groups.

**Visual Arts**
- 1st Place: Andy Kay
- 2nd Place: Michelle Gabbert
- 2nd Place: Zoe Bordenave

**Photography**
- 1st Place: Emma Hennessey
- 1st Place: Destinee Delahoussaye
- 3rd Place: Charlotte Wade

**Poetry**
- 1st Place: John Richards
- 1st Place: Colin Leung
- 2nd Place: Alejandro Uribe

From the 2009 Survey of CR Teachers

**What are your students gaining from CR?**

*My students are more aware of coastal issues. They are more aware of how humans have caused problems and how humans can help slow the process of coastal land loss. Finally, the program is building stewards of our environment.*
CR and GPS: What a great combination!

In late September, the first steps of incorporating the use of GPS into the LSU Coastal Roots Program were taken. UNO's Pontchartrain Institute for Environmental Sciences Education and Outreach Program hosted a GPS workshop for Coastal Roots staff, Pam Blanchard and her two graduate assistants, Becky Jones and Janina Fuller. Dinah Maygarden (Director), Heather Gordon Egger (Research Associate) and Matthew Bethel (Project Manager/Research Associate) led the training. They shared how to load specific, detailed area maps of any part of Louisiana, use the GPS capabilities to pinpoint a location within just a few meters and then mark that location for future reference. The workshop, which included hands-on practice using the maps and marking locations, took place along the coast of Lake Pontchartrain. Dinah, Heather and Matthew were gracious hosts and wonderful at providing instruction in a user-friendly way. At left, Janina Fuller and Becky Jones, get the GPS location of the CR van.

We will begin piloting the use of GPS on CR planting trips this fall planting season. Students will use Garmin GPS devices to mark the location of selected trees they plant that day. Along with latitude and longitude location data, the species of the tree will be recorded along with its height and trunk diameter. The next year, when new students return to the same planting site, they can re-locate the trees planted by prior classes and measure the growth of the tree. In the coming years, as the locations and statistics of more and more trees are marked, students will have a firsthand account of the hard work and positive impact that students have had on the Louisiana coast.

Children's Attitudes Toward Coastal Issues!

Becky Jones, a Coastal Root graduate assistant, will be working to develop a scale that measures student attitudes toward coastal issues. The project is inspired by an established tool, the Children’s Attitudes Toward the Environment Scale (CATES). While CATES measures attitudes about general environmental issues, such as recycling and pollution, this new scale will assess student attitudes toward issues that are specifically coastal, such as erosion and animals that live along the coast. The goal of the project is to develop a tool that you can use in your classroom to measure the impact that the Coastal Roots program and your teaching have on your students. As always, Coastal Roots is looking for your help with this project. Already your participation in the questionnaire sent out through Survey Monkey has assisted Becky in narrowing down the broad coastal topics the scale will measure. Thank you for your input!

Helping Hands: Mrs. Tate at RK Smith Middle Saves the Yard!

Boy, if we all had support like Mrs. Tate and her husband, Coastal Roots canopy issues would be a cinch. Mrs. Tate has been the Administrative Assistant at RK Smith Middle School located in St. Charles Parish for as long as the CR Program has been there. Melissa Gore is the teacher who agreed to take on Coastal Roots when she arrived at RK Smith last year. It just so happens that Mrs. Gore lives in Baton Rouge which is about an hour commute from the school so during the summer she asked Mrs. Tate to keep an eye on the beautiful cypress trees her students had planted in the spring.

One day in the middle of the summer, Mrs. Tate walked back to the canyard and noticed the area was extremely wet and the irrigation was on at an odd time during the day and was not shutting itself off. So she called her husband who, I believe, is pretty handy to have around, and asked what he thought should be done. They placed garbage bags around each of the risers and checked the timer. Well, the battery indicator light was on and so they figured the battery had pooped out while the valve was open. This happened to be a lucky break because there were other batteries around the state that decided to go out during the summer when the valve was in the closed position.

So Mrs. Tate opened up the timer, saw that she needed a 9-Volt DURACELL battery and trotted off to get one. The placed the new battery in the timer and SAVED THE TREES! See how great they look!!!!!!!
Putting Down Roots - LSU Coastal Roots
Plantings in October - November 2009

South Cameron High
October 6, 2009
Rockefeller National Wildlife Refuge, Cameron Parish

Grand Lake High
October 6, 2009
Rockefeller National Wildlife Refuge, Cameron Parish

Hackberry High
October 8, 2009
Martin Beach, Cameron Parish

Johnson Bayou High
October 8, 2009
Martin Beach, Cameron Parish

Archbishop Chapelle High
October 20, 2009
Bayou Sauvage National Wildlife Refuge, Orleans Parish

What are your students gaining from CR?
An appreciation of the efforts necessary to maintain & repair our environmental challenges....
Putting Down Roots (con’t)

Reeves High
October 27, 2009
Martin Beach, Cameron Parish

Harry Hurst Middle
November 5, 2009
Wetland Watcher Park, St. Charles Parish

Belle Chasse Middle
November 13, 2009
Woodland Plantation, Plaquemines Parish

Franklin High
November 19, 2009
Bayou Teche National Wildlife Refuge, St. Mary Parish

St. James Science & Math Academy
November 12, 2009
Bayou Segnette State Park, Jefferson Parish

From the 2009 Survey of CR Teachers
What are your students gaining from CR?
A sense that they can make serious changes with regard to the state of the environment.

From the 2009 Survey of CR Teachers
What are your students gaining from CR?
My students have a sense of power that they can make a difference and contribute to the overall well-being of their community. Everyone talks about going green or needing better hurricane protection, but few can do anything about it. Through the CR Program, the students are developing environmental stewardship that will last a lifetime.
Coastal Roots - Out and About!

This fall the Coastal Roots Program is gaining visibility through participation in a variety of community festivals and other special events across South Louisiana. On September 15, 2009, Coastal Roots was brilliantly represented at the Brown Foundation’s Service-Learning Celebration by Kate Marchal’s students from St. Martin Episcopal School (Metairie, Jefferson Parish) (see related article on p. 11).

On October 17, 2009, the Coastal Roots exhibit traveled to Lacombe, LA for the 2009 Wild Things Festival at Big Branch Marsh National Wildlife Refuge (photo at left). The Wild Things Festival was held in celebration of National Wildlife Refuge Week, with more than two-dozen exhibits, presentations, and activities focused on conservation and environmental awareness. Money raised at the Wild Things Festival helps the Friends of Louisiana Wildlife Refuges support conservation and education efforts within the refuge system.

The Louisiana Sea Grant College Program hosted Ocean Commotion 2009 on October 22, 2009. Along with 70 other exhibitors, the Coastal Roots Program welcomed 2,095 K-8 students, 148 teachers and 252 chaperones to learn about the Gulf Coast and enjoy the opportunity to help in coastal restoration by planning beach grass cuttings. Once again, St. Joseph’s Academy (Baton Rouge, East Baton Rouge Parish) students (pictured at right) ably assisted Dr. Ed Bush, Janina Fuller and Becky Jones in facilitating the planting of 9 trays of bitter panicum (a beach dune grass).

We on the Coastal Roots Program staff are proud to share our interest, enthusiasm, and commitment to education and the promotion of environmental stewardship with organizations such as these. If you weren’t able to share in these celebrations in 2009, we hope you’ll join us next year!

Floating Acorns

Students at Westdale Heights Academic Elementary Magnet (Baton Rouge, East Baton Rouge Parish) pitched in to help the LSU Coastal Roots Program in a big way. Fourth graders at the school collected several gallons each of both water oak and live oak acorns. They learned about “grading” acorns and established a list of criteria to determine when a particular acorn is good enough to be collected for future planting by students in the CR Program. The collected acorns were handed off to the very able Kindergarten students, who did float tests on all the live oak acorns to determine which seeds would make the final cut. A float test is used to determine if an acorn has a viable seed inside. If the acorn sinks, that’s a good sign that there is still a living seed inside. If the acorn floats, then it is likely that a small worm or insect has dined on the seed and this particular seed is not likely to germinate in the spring. A big thank you to these fine young scientists who helped the CR Program this year. Their hard work means that our program will not have to purchase commercial seed for schools planting water oak and live oaks this year.

Can Yard and Activities Survey

Our first-ever Coastal Roots Teacher Can Yard and Activities Survey was recently completed by approximately half of our teachers. Many thanks to those who took the time to answer the survey questions! Your responses and input have provided valuable information that we will immediately put to work in designing our activities for 2010 and beyond. We are particularly excited to upgrade our support for all who want more ways to incorporate the can yard into your lesson planning. The survey brought to light some surprising strengths and weaknesses in this arena! The good news is that we have plenty of resources available to those of you wanting to build your capacity for linking various subject areas to environmental concerns and the raising of your can yard plants. A summary of the survey results will be among the materials distributed at our Winter Workshop, so be sure to attend!
Ann’s Can Yard Wisdom:  
Keeping Your Nursery Neat
Ann Gray Blanchard, Southeastern Louisiana University

For those of you who have plants, I congratulate you on this, because this summer seems to have been a particularly challenging one due to the drought in June and the deluge in August and September.

We had several new schools this year and usually the first year requires a big adjustment for new teachers because putting the rubber to the road is always challenging when one is learning the ropes. I would like to take this opportunity and point out some of our outstanding new nurseries.

The first school that comes to mind is RK Smith Middle (Luling, St. Charles Parish). Mrs. Malissa Gore inherited the program mid-year, but once she took it on, WOW! What a crop of cypress! I believe they produced over 850 beautiful cypress trees.

Growing spartina is turning into a BIG challenge. This is a wetland grass used to stabilize terraces that have been built up in the marsh. We’ve been experimenting with growing spartina, bitter panicum grass and seashore paspalum using both pond and canyard settings. We seem to be doing fairly well with bitter panicum and seashore paspalum, but spartina…..hum...we have some work to do. That is why I would like to commend Chappelle High (Metairie, Jefferson Parish) and teacher, Joann Haydel. She has a pond, and we know how icky ponds can be, but she (and her husband) and students have been out there pumping water out of the pond and refilling with it salt water periodically to keep those plants going. The plants look great!

The third school I would like to recognize is Reeves High (Reeves, Allen Parish). Connie Connors and her students installed their nursery in record time -- just two hours! Boy, do they know how to handle a shovel! They planted seashore paspalum and bitter panicum and what a crop they produced! Even though Mrs. Connors had a challenging summer, she managed to keep the yard going. Leaks were fixed, weeds were banished and the new timer was installed all on her watch.

So for these neophytes, I hope your Year 2 is much easier and that you have a bumper crop!

Thank you for all your hard work!

Happy Planting!
Ann
The Canyard Queen or Canyard Gestapo (depending on what your canyard looks like).

Archbishop Chapelle High School Receives
Drew Brees Dream Foundation Award
Serein Mohamad, ACH student

Archbishop Chapelle High School received a nomination for our Coastal Roots Project for Omni Bank’s “Making the Grade” Program. This program is designed to highlight successful education programs, curricula, students and teachers in Orleans, Jefferson, St. Tammany and St. John parishes. In the Spring of 2009, our school was featured in a commercial showing our restoration work using our Coastal Roots nursery. Our school received a $2,000 award from the Drew Brees Dream Foundation because of our work with coastal restoration. At the ceremony this fall, Drew Brees presented us with an award and a $2,000 check, and we were able to take a picture with him. Accepting the award on behalf of Archbishop Chapelle High were Mrs. Yaeger, our principal, Mrs. Frosch, our president, Mrs. Haydel, our teacher, and three students, Serein Mohamad, Molly Smith, and Jordin Bandi (see photo at right).
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<th>Date</th>
<th>CR Teacher</th>
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**Category** | **Things to Check** | **Score**
--- | --- | ---
**Weeds** | Is the *ground cloth* free of weeds? | 4 3 2 1
Is the *perimeter* of the canyard free of weeds?
Are the *trays* free of weeds?
Is the *valve box* clearly visible and accessible?

**Plant Health** | Do the plants look *healthy*? | 6 5 4 3 2 1
Do the plants look *sufficiently watered*?
Have the plants been *fertilized* (when appropriate)?
Is there a *rain gauge* present and is it clean?
Has the *rain gauge* been emptied recently?
In the spring, have the *seedlings been thinned*?

**Timer** | Is the *valve* in the “auto” position? | 5 4 3 2 1
Is the *timer* on?
Is the *battery indicator light* off?
Is the *timer* programmed correctly?
Is the *timer* out of standing water?

**Canyard Appearance** | Is the canyard free of litter, fallen leaves, unused tools, and/or dirty plant cells? | 8 7 6 5 4 3 2 1
Are the *empty yellow cells* clean?
Are there *soil bags* (unopened/opened) in the yard?
Is the *door* on its hinges and latched properly?
Are the *latch & lock* in good condition (if present)?
Is the *CR yard sign* attached to the fence?
Is the *shade cloth* properly attached to the fence & taut?
Are the *emitters, risers & pipe* in good condition?

**Communication** | Is the teacher accessible today? | 2 1
Have the problems or concerns regarding this canyard been reported to CR staff prior to this visit?

**Total Rubric Score** | out of 25

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**Plant Count: Species**

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**Number of Empty Yellow Cells**

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What was done by the staff while at canyard and other comments:

**Picture sent to Pam?**

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<td>Yes</td>
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Canyard Evaluation Rubrics
Ann Gray Blanchard, Southeastern Louisiana University

Pam has written money into our CR grants to have CR staff (mostly me, Pam, Becky, & Janina) come by your schools about every one to two months to check on your plant nurseries. When we stop by, we take a couple of pictures of your yard and your plants (we send these to Pam so she can keep up with what things look like at your schools), and we fill out a rubric that we use to check on important facets of canyard maintenance (see p. 10). The purposes of this rubric are three fold:

1. Dr. Blanchard needs DATA. In order to publish in the big world of academia, you have to have data to prove any points you may be trying to make. Hopefully, she will be recognized when this data is published.
2. The rubrics serve as a record of what CR staff have done and what we have talked about when we come visit. For example, I usually spray the perimeters of your yards if they need it (most do) and I’ll check the timers to see if they are properly programmed. This is all noted on the rubric.
3. What we dearly hope to see as you progress through the program is that eventually you will be able to handle regular maintenance on the nursery. We would like for you to make this program your own and for you to use the canyard regularly in your classroom. We hope that you will get creative with it and that it will enrich your curriculum. We want you to learn what it takes to maintain and teach these skills to your students. That is why we so painstakingly explain what we are doing every time we install a canyard. We want your students to do as much of the work as possible and for you to simply facilitate their learning.

The data from these canyard rubrics will be entered into a spreadsheet and eventually they will be statistically analyzed. Hopefully, we can correlate the rubric data with your teaching practices and behaviors (visits, workshops, etc). We’ve been piloting a new rubric (we’ve put a copy of the rubric on page 8). We will begin sharing back with you the results of these monthly canyard checks in the near future. We would like to see everyone scoring in the higher categories on the rubric. That would mean that you are learning how to check and program your timer, changing the 9 volt battery as needed, identifying and fixing any leaks you may notice (either by calling your maintenance man or doing it yourself), replacing broken risers, keeping the weeds down, turning your irrigation system on and off as the seasons pass and so on. These are practices that everyone can accomplish. Our main goal is to lengthen the time between visits and then come to your school only when you need help with a problem.

Brown Foundation’s Service-Learning Celebration
Travis Adolph and Kayla Gerard – 7th Grade - St. Martin’s Episcopal School

St. Martin’s Episcopal Middle School students have begun their third year with “Coastal Roots”, an organization committed to restoring and preserving our wetlands. St. Martin’s Middle School students were asked to go to the Brown Foundation’s Service Learning Celebration to explain what we do for Coastal Roots. The Brown Foundation is an organization that gives money to schools that are participating in service-learning projects that would benefit the community. St. Martin’s receives money to help pay for fertilizer for the can yard, a canoe trip to the LeBranche wetlands, their planting trip and other wetlands education activities. At the Brown Foundation celebration, kids are able to walk around and interact with the other booths and learn about services that other schools and students are providing to the community. We demonstrated how to plant Water Tupelo seeds into yellow cells and explained that the plants that we grow will be planted in the Louisiana wetlands to help with coastal restoration.

The Coastal Roots project is very unique because it involves so many schools in their project. It helps students become more aware of coastal erosion in Louisiana, which many students don’t even realize is happening. We have learned many things from this project and we absolutely love it. We have learned how much of a difference one person can make. So many people have planted a tree either at their home or even at the Brown Foundation celebration and didn’t realize what that one little tree could do. They just think they are planting a tree. But it’s much more than that...

CR Partners with LA Forestry & Plow and Hearth

The LSU Coastal Roots Program is participating at the invitation of the Louisiana Office of Forestry to partner this year with Plow & Hearth’s Campaign to Reforest America. From October 15, 2009 to December 31, 2009 after every purchase, Plow and Hearth customers will receive an email asking them to select one of three state-based programs (CR in Louisiana, North Carolina, and Pennsylvania) where their seedling donation will be directed. To see us featured on the Plow and Hearth website, visit http://www.plowhearth.com/about/cra_la.asp. We are excited and honored to receive this support from Plow and Hearth!
LSU Coastal Roots Planting Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Location</th>
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<tr>
<td>2009-10-06</td>
<td>S. Cameron, Grand Lake</td>
<td>Rockefeller Wildlife Refuge</td>
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<td>2009-10-08</td>
<td>Hackberry, Johnson Bayou</td>
<td>Martin Beach, Cameron Parish</td>
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<tr>
<td>2009-10-20</td>
<td>Archbishop Chapelle</td>
<td>Bayou Sauvage, Cameron Parish</td>
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<tr>
<td>2009-10-27</td>
<td>Reeves High</td>
<td>Martin Beach, Cameron Parish</td>
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<tr>
<td>2009-11-04</td>
<td>Abbeville High</td>
<td>Chenier au Tigre</td>
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<tr>
<td>2009-11-05</td>
<td>Harry Hurst Middle</td>
<td>Wetland Watcher Park</td>
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LSU Coastal Roots Restoration Partners

We thank our restoration partners for their willingness to work with and educate our LSU Coastal Roots students about the restoration needs of their site as well as other important coastal issues.

LSU Coastal Roots Seedling Nursery Program

LSU Coastal Roots: Helping the LA coast one seedling at a time!

http://coastalroots.lsu.edu