

F1-232

**HIGHLAND OAKS SCHOOL
UNION HILL SCHOOL DISTRICT
10879 BARTLETT DRIVE
GRASS VALLEY, CA 95945
(916) 273-0647 FAX (916) 273-5626
Sherry Nodine, Director**

July 28, 1997

Dear Selection Committee:

We are pleased to provide the attached proposal for the **Bay-Delta Educational Curriculum and Ecosystem Restoration Project**.

We look forward to your response.

Sincerely,



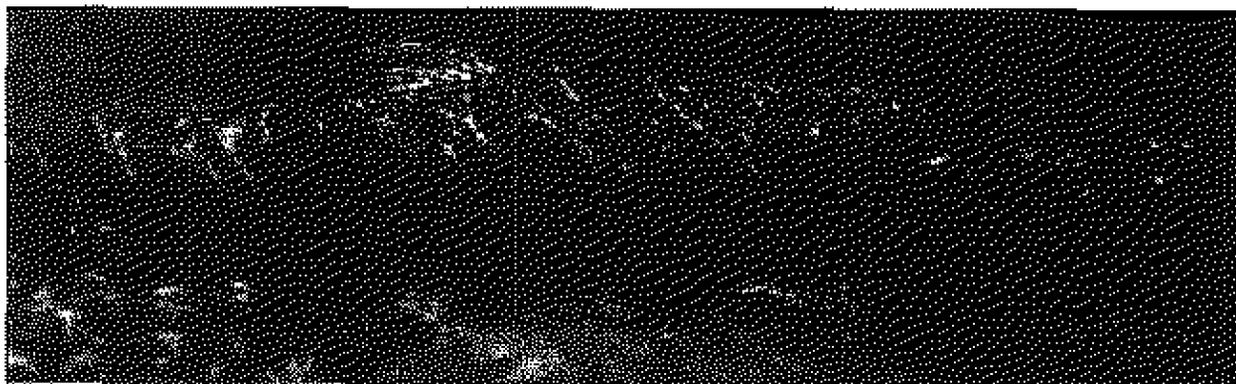
Sherry Nodine
Learning Director

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DWR WAREHOUSE

I. EXECUTIVE SUMMARY

The 1994 Bay-Delta Agreement established that a Bay-Delta protections program must address factors that have contributed historically to the decline of Bay-Delta ecological resources. Primary among these factors is a lack of educational opportunities designed to promote understanding of how our behavior effects the health of the ecosystem, our water supply, and ultimately the food supply for millions of Americans.



OBJECTIVES

The primary objective of the Bay-Delta Educational Curriculum and Ecosystem Restoration Project is to address the shortage of educational opportunities by establishing a model educational curriculum designed to help elementary students become informed caretakers of the Bay-Delta ecosystem. Throughout the course of the project, selected priority habitats and species will be restored.

BENEFITS

Today's children will be tomorrow's decision makers; this effort will have long-term ecological and biological benefits as these children become contributing members of the community. The project will provide the near-term benefit of reestablishment of Chinook salmon populations and restoration of riparian habitat. Further, an instructional program will be made available through a combination of inservice training and curricular materials available via a dedicated Website. This project also provides the unique benefit of having mass public appeal. It will increase public awareness of habitat protection and endangered species restoration. The benefits to CALFED as a result of this kind of public outreach could be substantial. Finally, this innovative project represents an important step toward demonstrating the efficacy of the strong public-private partnerships that characterize the CALFED Bay-Delta process.

APPROACH

The project is a three-year program that will establish a model educational curriculum and, throughout the course of the project, will restore selected priority habitats and species.

BAY DELTA EDUCATIONAL CURRICULUM & ECOSYSTEM RESTORATION PROJECT

Our approach is based on these primary components: basic study and research of priority habitats and species; restoration of riparian site, and fish hatchery operation.

JUSTIFICATION

This project meets Category III guidelines by focusing on species and habitats and an educational approach that will result in lasting progress toward achieving CALFED's mission.

QUALIFICATIONS

Our team is led by three key people: Sherry Nodine, project director, has over 25 years of experience as an educator and has participated in prior successful curriculum development efforts, and grant implementation programs. John Thomson will serve as technical expert and project coordinator. Thomson's qualifications include 18 years with the United States government as a professional natural resources manager, including his present post at Beale Air Force Base. He served as project coordinator to construct an anadromous fish ladder and provide limited restoration of Dry Creek at Beale. Our Project Advisor, Lt. Cdr. David M. Mattens, has recent experience in meeting the objectives and conditions associated with a similar project for which he was awarded a federal grant from NOAA's Habitat Conservation Division.

MONITORING

A school-wide Project Portfolio documentation will be kept with pictures, video tapes, written reports and creative writing samples from each grade level. Teaching ideas, projects and written materials relating to the project will be made available.

COORDINATION WITH OTHER PROGRAMS

The project will coordinate with many other programs as part of the educational research and reporting process. The Nature Conservancy will be contacted regarding site selection for riparian restoration and advice for selection of plant species for that area. The California Department of Fish and Game will be notified of our intent to develop a fish hatchery site and the need for identification of a fish release site.

BUDGET

The **Bay-Delta Educational Curriculum and Ecosystem Restoration Project** is a public-private partnership of public schools, private business, nonprofit organizations, and a host of interested individuals. A grant for this proposal will allow Highland Oaks School to leverage other funding sources and in-kind services. To accomplish this we are requesting \$32,064 annually for the three year duration of the project, and a one time grant of \$58,600 for the costs to build the fish hatchery. We will maximize the cost effectiveness of funds for labor by utilizing staff for specific tasks according to their area of expertise. We will also pursue a vigorous program of volunteerism. Every dollar provided will be well spent.

II. TITLE PAGE

A. TITLE

The Bay-Delta Educational Curriculum and Ecosystem Restoration Project

The **Bay-Delta Educational Curriculum & Ecosystem Restoration Project** is an elementary school interdisciplinary project involving the study of identified priority species and habitats, focusing on the reestablishment of the Chinook salmon to the Bay-Delta region of Northern California.

B. APPLICANT

Sherry Nodine, Project Director
10879 Bartlett Drive
Grass Valley, CA95945
916/273-0647, fax 916/273-5626

Affiliations:

Highland Oaks School, A Public Magnet School for Academic Excellence
Highland Oaks Educational Foundation, a 501(c)(3) tax-exempt educational foundation
Union Hill School District, Union Hill, California

C. TYPE OF ORGANIZATION AND STATUS

Funds are being requested by the Highland Oaks Educational Foundation, a 501(c)(3) tax-exempt educational foundation, whose mission it is to fund exemplary educational programs, document best practices, and disseminate information to schools throughout the United States.

D. TAX IDENTIFICATION NUMBER

Pending response for the Internal Revenue Service.

E. TECHNICAL AND FINANCIAL CONTACT

(same as above)

F. PARTICIPANTS

Teachers, students, parents, and interested community members of Highland Oaks School.

G. MONITORING AND DATA EVALUATION

H. RFP Project Group: Other Services

BAY DELTA EDUCATIONAL CURRICULUM & ECOSYSTEM RESTORATION PROJECT

III. PROJECT DESCRIPTION

A. PROJECT DESCRIPTION AND APPROACH

The **Bay-Delta Educational Curriculum and Ecosystem Restoration Project** will help children learn about the factors that have contributed historically to the decline of Bay-Delta ecological resources. The three-year project will:

- 1) Establish a model educational curriculum and
- 2) Restore selected priority habitats and species throughout the course of the project.

Primary components during the first year include:

- Basic Study and Research of Priority Habitats and Species
- Restoration of Riparian Site
- Preparations for Fish Hatchery Project (Sept. 1997-June 1998)

Learning topics (taught to all students according to developmental levels) include:

- The water cycle
- River and delta systems
- Water use in California (emphasizing importance to our food supply)
- Study of riparian ecology
- Anadromous fish biology
- Watershed management (history, current practices and issues of use/misuse)

Areas of inquiry:

- What is the Bay Delta ecosystem?
- Who uses the Bay-Delta region? For what?
- Conflicts of water use from Delta system.
- What is the CALFED Bay-Delta Program?
- What are the identified priority habitats, species and regions of study?
- What "stressors" have been identified?
- Public and private agencies—a help or a hindrance? The politics and laws involved.
- Responsibilities to our environment as citizens of our community, region, and state.
- What are some of the ways we as students, teachers and parents can help the Bay-Delta environment?

B. LOCATION OF PROJECT

The focus of our project will include three of the Bay-Delta geographic areas identified by CALFED for study: the Sacramento River and its tributaries, the lower American River, and the Delta, Suisun Marsh and east-side tributaries.

BAY DELTA EDUCATIONAL CURRICULUM & ECOSYSTEM RESTORATION PROJECT

C. EXPECTED BENEFITS

Today's children will be tomorrow's decision makers; this effort will have long-term ecological and biological benefits as these children become contributing members of the community. The project will provide the near-term benefit of reestablishment of Chinook salmon populations and restoration of riparian habitat. Further, a model instructional program will be made available through a combination of inservice training and curricular materials available via a public Website. This project also provides the unique benefit of having mass public appeal. It will increase public awareness of habitat protection and endangered species restoration. The benefits to CALFED as a result of this kind of public outreach could be substantial. Finally, this innovative project represents an important step toward demonstrating the efficacy of the strong public-private partnerships that characterize the CALFED Bay-Delta process.

D. BACKGROUND AND BIOLOGICAL /TECHNICAL JUSTIFICATION

The need for this project is consistent with Category III funding requirements. Detailed justification for this project is woven throughout this proposal.

E. PROPOSED SCOPE OF WORK

The proposed scope of work to achieve the stated objectives is broken down into three phases, Phase I—Year One, Phase II—Year Two, and Phase III—Year Three. We believe the ongoing nature of the project is essential for students to be able to test the effectiveness of their actions over time.

Phase I (Year One)

Field Trips

Students, teachers and parents will attend three field study trips by bus to three of the Bay-Delta geographic areas identified by CALFED for study, namely the Sacramento River and tributaries, the lower American River, and the Delta, Suisun Marsh and east-side tributaries where assistance for study can be provided for the purposes of gaining a general understanding of the needs of the priority species of fish as listed by CALFED, their habitats in the identified areas and possible reasons for their decline. These trips will help the students identify priority habitats and the problems relating to the decline of the health of these habitats in each area. During a Habitat Field Study Discussion, students and adults will discuss and document the information gathered at each site and suggest ideas for what could be done in each ecological area of study to improve the habitat of the priority species in each area.

Students, teachers and parents will attend one field study trip by school bus to Natomas Fish Hatchery and Dam, and Folsom Dam and Lake. Purpose for this study includes identifying fish raised at the hatchery and their needs, why they are raised, how they are cared for and released, their life cycles, the opportunities for their survival, and possible or impeded return to the Delta area (i.e.: salmon). This trip will demonstrate the importance of the fish and needed habitats in the Delta area and will set the foundation for learning during the second year of the project. This

field study will be funded by Union Hill School District, Highland Oaks School. Students, teachers and parents will attend one field study project to the American River between Sunrise and Watt Avenue in Sacramento. The purpose of the trip is to contribute to the beauty and ecological health of the area by cleaning up debris that contributes to the decline of the wildlife habitats. We will create an awareness of the condition of this area and identify what is needed by the priority species of our study.

Students, teachers and parents will revisit one field study location and project relating to one of the identified areas listed above, for the purposes of restoring vegetation necessary for the successful release and habitation of Chinook salmon, to be released by our project students in the second project year, Phase II. The choice of site will be based on identification of priority by the students. This field study trip and project known as the "Preparation Project" will include students, teachers and the parents of our school working as a contributing team. This site will be revisited in Phase II and III to monitor its growth and assess the success of the Preparation Project. The Preparation Project will need to be funded by this grant. Expertise will be provided by Highland Oaks Discovery Projects Educational Team (HODPET) and other agencies as needed.

Students, teachers and parents will attend one field study trip to Beale Air Force Base, for the purpose of understanding how a small river was reclaimed and the importance of building a fish ladder to encourage the return of salmon to the area (a project completed by one of our school parents and designated Technical Expert and Project Coordinator, John Thomson). We will also tour Lonetree School Fish Hatchery, in the Wheatland School District, located near Dry Creek on Beale Air Force Base, for the purpose of observing and learning from the teachers and students about their new hatchery. We will establish online communication with Lonetree School for sharing learning and curriculum relating to hatchery projects. This study trip is funded by Union Hill School District, Highland Oaks School. Expertise provided HODPET member, John Thomson, head of the Beale project and Eric Garren, a third grade teacher at Lonetree School.

Cooperative Team Reports

Students will choose an endangered species and related habitat to study in cooperative groups of three to five students, made up of mixed age and grade levels. The requirements of each team include: written report including information and drawings relating to the wildlife, its habitat, needs and the status of its environmental condition. Sources of information must include the Internet, nonfiction books, magazines and newspapers, and at least one adult interview (by phone or in person). Highland Oaks teachers will facilitate learning in the group's chosen topics by training students in cooperative group communication skills and strategies.

Individual Student Letters

Letters of investigation will be written by students to environmental agencies requesting information on the agency, its mission or role, specific duties, and its future plans relating to environmental issues in the Bay-Delta region specifically addressing the priority species or habitats identified by CALFED. Students may inquire about careers and educational requirements for key positions. Return letters will be shared with other students and posted for parents to read in school. Teachers will facilitate learning about how to identify and state one's needs and concerns in writing, and writing a well-formed investigative paragraphs and letter.

Final Projects

Each student will complete and present a final project relating to one chosen priority species. Their project will include an illustrated 3-part background screen with type of habitat, listed needs and ideal conditions, list of threats to survival, drawing of ideal habitat and threatened habitat; a three-dimensional model of priority species; a written fictional story, poem, or skit relating to species chosen; and a final performance of a story, poem or skit. Teachers will facilitate learning of information disseminated by CALFED and others, regarding the identification of types of highly beneficial habitats on the decline and stressors for the priority species.

Coordination for Phase I

Beginning in September, 1997, funding from this grant will be needed to pay for six full days of a substitute teacher, to provide time to coordinate and plan the immediate needs of the curriculum for Phase I. Parent volunteers will be used extensively. The Nature Conservancy will be contacted for a possible site selection for riparian restoration and advice for selection of plant species for that area. The California Department of Fish and Game will be notified of our intent to develop a fish hatchery site and the need for identification of a fish release site.

Planning for Phase II

Beginning in August, 1998, we will discuss the selection of Chinook salmon (winter, spring or late run) for the second year, Phase II. This planning will be done with the children as they identify the order of events relating to the grant, make a list of needs, contact needed organizations and people, and publicize the events to California students and parents. Students will be involved in all of the above planning. Students will also create a t-shirt design for Phase II to promote public awareness. Funding from this grant will be needed for six days of a substitute teacher to allow Highland Oaks teachers the needed time to coordinate and plan the curriculum for Phase II. Parent volunteers will be used extensively.

Adult Education

We plan to attend inservice training with the California Department of Fish and Game. Highland Oaks Fish Hatchery Technical Expert, John Thomson, and Highland Oaks Teacher, would attend to gain a better understanding of equipment, methods and duties involved. Funding from this grant will be needed to pay for both individuals for one to three days.

Phase II

Major project components during the second year (July 1998 - June 1999) Phase II—Year Two will be :

- Contribute to the reestablishment of the Chinook salmon population by operating a hatchery project.
- Restoration of Riparian Habitat of the Delta.
- Creating and Launching a Website to disseminate materials.

Learning topics and subjects of inquiry would follow build on that which occurred in Phase I.

Field Trips

Students and teachers and accompanying parents will attend eight field study trips by bus to: (a) study the ecosystem, habitats and issues of the North Bay as a part of the CALFED ecosystems of concern; to complete our knowledge of the Bay-Delta system (b) return to our Preparation Project for growth measurements, assessment and maintenance; (c) repeat one of Phase I study projects by further planting of riparian growth in another depleted area or clean up of debris in a new site to be determined; (d) and (e) release Chinook salmon raised by the Project and visit sites on the same trips that demonstrate one or more of the "stressor" conditions for priority species that contribute to the decline of a healthy Bay-Delta environment; (g) visit the California State Capitol and the governor's and local representative's offices, attend a public meeting at the capitol (grade levels appropriate to attend on this trip will be determined by Highland Oaks teachers at a later date), and (h) study the lab environment of a water testing site and watch demonstrations of water tests of water from our area. These trips will help the students and parents further their education relating to the Bay-Delta ecology and priority species and habitats. A culminating Species/Habitat Field Study Discussion will occur as it did in Phase I. Financial support for these field trips will be needed from this grant for (a, c, e, f) field study trips and Highland Oaks School and Educational Foundation will provide funding for (b, d, h). Expertise will be donated by HODPET and agencies identified in first year studies.

Cooperative Student Work Teams for Highland Oaks Fish Hatchery

Students will work in cooperative groups of 3-5 students, mixed age levels for the purpose of raising Chinook salmon in an hatchery environment. Each team will review and further their study of the Chinook salmon, its life cycle and need for a successful life span. Teams will study the methods of what is needed to raise Chinook salmon and be able demonstrate a knowledge, orally or in writing, of those methods and steps needed for hatching and raising fish at the Highland Oaks Fish Hatchery before being released to work in such hatchery. Equipment for raising fish is expected to be donated by California Department of Fish and Game. The construction and installation of a portable structure to house the hatchery will be funded by this grant. The Union Hill School District will provide the site and maintenance for the building.

Reports, Letters and Projects

Written and oral reports and documentation will be required of all children. Students will continue to write letters to outside agencies and people when necessary for advocacy purposes in the political arena, or for information needed. Students will begin to network with Wheatland School District students and gain insights into their hatchery project. Weekly reporting of the hatchery project will be available on the Website Newsletter. Funding will be needed for this section from this grant to establish the newsletter and related graphics.

Planning for Phase III

Planning activities include: discussion of follow up curriculum, teaching calendar, documentation requirements, and inservicing.

Phase III (Year Three)

During our third year (July 1999 - August 2000) we will increase focus on public outreach and continue operation of the fish hatchery. The project will finalize model teaching materials and project documents and we will continue promoting the project on the Website. Students will attend a field study trip to: (a) observe the salmon spawning and using a fish ladder at the Nimbus Dam on the American River, (b) revisit the riparian restoration sites we have established for the purposes of assessing, documenting, and maintaining the site(s), (c) revisit the Natomas Fish Hatchery, or any other different hatchery within one day's return distance, for the purposes of educating new students and the selection of other priority list species to raise at our site, and (d) release the fish raised by the students at our school and the students of Union Hill, the second school in our district. The Highland Oaks Fish Hatchery will continue operating to raise and release several types of priority listed fish, as possible. HODPET will inservice at least three schools relating to information and teaching curriculum.

F. MONITORING AND DATA EVALUATION

Student will keep copies of their work relating to this project as a part of a Student Portfolio which they present during required Portfolio Conferences. CALFED is welcome to observe student presentations. Parents and teachers will assess their student's work on this project as a part of their required science, integrated language arts and performance arts school evaluations. The student will also evaluate his/herself and write performance for the next evaluation.

A school-wide Project Portfolio documentation of this project will be kept with pictures, video tapes, written reports and creative writing samples from each grade level. A teacher and parent team will document and collect teaching ideas, projects and written materials relating to the project and set up, for the purposes of disseminating the information. During Phase III, information will be consolidated and organized into a teaching unit which will be disbursed through use of an Internet Website and teacher inservices at three interested schools.

Parents, teachers and students will evaluate the project each year in writing. This information will be collected and summarized in a yearly written report. The report of the project's successes and suggestions for improvement will be sent each year end with a Highland Oaks Project Portfolio to the CALFED location requested relating to this grant. Each year the students of Highland Oaks will present their Project Portfolio to the parents of the school, our school district superintendent and the school board. Our website will be on the Internet for public education. We hope to share our experiences through email with other school sites starting similar projects as a result. Financial reports will be sent to CALFED at the end of each phase.

G. IMPLEMENTABILITY

The **Bay-Delta Educational Curriculum and Ecosystem Restoration Project** represents an enormous collection of talent and enthusiasm. As a magnet school for academic excellence, we have the people and land available to implement this project. We also have time; as a year-round school, our students and staff are in school for 200 days per year.

BAY DELTA EDUCATIONAL CURRICULUM & ECOSYSTEM RESTORATION PROJECT

IV. COSTS & SCHEDULE

To satisfy its combined mission of curriculum development and ecosystem restoration, the **Bay-Delta Educational Curriculum and Ecosystem Restoration Project** is requesting funding for the items identified below. Given the three-year horizon for this project we could accept incremental funding for portions of the project. The Highland Oaks Educational Foundation will endeavor to share in the costs of the project whenever possible.

Cost Breakdown Table

Project Phase and Task	Overhead Labor	O & M Costs	Service Contracts	Direct Capital Costs	Total Cost
Annual Costs					
Secretarial & Maintenance	\$950	\$900			\$1850
Curriculum Development			\$16,280		\$16,280
Bus & Bus Driver (\$246/day)			\$984		\$984
Software, Books, Etc.				\$1355	\$1355
Utilities & Insurance		\$6800			\$6800
Trees, Seeds, Tubex, etc.				\$1800	\$1800
Website Design & Development (Curriculum Publishing)			\$2995		\$2995
Annual Funding Request ('97, '98, '99)					<u>\$32,064</u>
One-Time Costs					
Hatchery House				\$28,000	
Fish Tanks*					
Site Development (Inc.. Utilities)			\$30,600		
One-time Request <i>* The Project Anticipates Donation of the Fish Tanks</i>					<u>\$58,600</u>

BAY DELTA EDUCATIONAL CURRICULUM & ECOSYSTEM RESTORATION PROJECT

The **Bay-Delta Educational Curriculum and Ecosystem Restoration Project** is a public-private partnership of public schools, private business, nonprofit organizations, and a host of interested individuals. Our approach represents an effective use of public funds.

A grant for this proposal will allow Highland Oaks School to leverage other funding sources and in-kind services. To accomplish this we are requesting \$32,064 annually for the three year duration of the project, and a one time grant of \$58,600 for the costs to build the fish hatchery.

We will maximize the cost effectiveness of funds for labor by utilizing staff for specific tasks depending on their area of expertise. Also, living in the Grass Valley area provides the overall benefit to CALFED of lower wage rates in general. Every dollar provided will be well spent.

We will seek donations from organizations such as the Nature Conservancy, The Native Grass Society, Native Plant Society, California Oak Donation, Intel, Hewlett Packard, Level One Communications, the Ghidotti Family Trust, and other entities.

BAY DELTA EDUCATIONAL CURRICULUM & ECOSYSTEM RESTORATION PROJECT

V. APPLICANT QUALIFICATIONS

The individuals named below represent an experienced group of teachers, professionals, community members, parents and others who are committed the ideals of Bay-Delta ecosystem restoration. The funds that go into making this project a reality will be matched 100-fold by the dedication of this team.

Project Director

Sherry L. Nodine

Learning Director

Highland Oaks School

Grass Valley, CA

Sherry Nodine will act as the project director, overseeing and coordinating the activities and relationships among students, teachers and parents and outside agencies and schools. Nodine will serve as the main curriculum developer for the project and will coordinate all inservice training.

With more than 25 years of experience, Nodine is well-versed as a teacher of children and adults, trainer of teachers, curriculum developer and publisher, and organizer of educational events. She brings extensive experience and expertise to the administration and implementation of this grant.

She was a member of the Bay Area Global Education Team, which included two years of training at Stanford University in curriculum design for students grades K-12, and delivery of inservice training for adults. She served as an educational consultant—trainer of teachers—within the Cupertino School district. She developed a six week curriculum relating to African cultures, politics, and wildlife and their habitats. She served as consultant in over 20 school districts and four public libraries.

Nodine served on Nevada County Schools Curriculum Committee, whose primary purpose was to designate and develop teacher training, support curricular events and disseminate grants for the county's teachers. She served as President of the Gold Country Association for the Education of Young Children.

She participated in a three-day agriculture and timber institute teacher training to learn about the needs and issues of both industries. The program covered how to teach the subject to children and where to obtain educational resources.

For the Northern California Math Project, Nodine was a trainer of teachers, for three years. She was selected to serve as a peer tutor for teachers in math, computers, social sciences, student motivation and discipline techniques. Nodine wrote and received a CTIP grant for mathematics.

For further reference to her qualifications, please contact: Kenneth J. Ranella, Superintendent of Union Hill School District, 916/272-0647; and Dr. Terrence McAteer, Nevada County Superintendent of Education, 916/478-6400.

Technical Expert and Project Coordinator

John G. Thomson
 Supervisory Biologist
Beale Air Force Base
 Environmental Quality Office
 Marysville, CA

John Thomson will bring considerable experience and knowledge to the implementation of this grant by acting as a liaison between the Highland Oaks School, conservation groups and government agencies. John will serve as an in-house biological and technical expert for purposes of assisting with curriculum development and implementation with students, teachers and parents. Thomson's work on this project will be provided by his employer as release time.

Thomson's qualifications include 18 years with the United States government as a professional natural resources manager, including his present post. Other experiences include: Natural Resources Planner, Beale Air Force Base, serving as Project Coordinator to construct an anadromous fish ladder and provide limited restoration of Dry Creek at Beale. Served as Hydrological technician for the Bureau of Land Management. Thomson is also a parent at Highland Oaks School and has worked with Ms. Nodine on many school projects for a period of 9 years.

For further reference to his qualifications, contact Greg Miller, Chief-Environmental, Beale Air Force Base (916/634-2641).

Project Advisor

Lt. Cdr. David M. Mattens
NOAA Corps
 National Marine Fisheries Service
 Habitat Conservation Division
 Santa Rosa, CA

Lt. Cdr. Mattens recently completed a similar education and restoration project involving a 1.5 mile portion of Brush Creek, at its confluence with Santa Rosa Creek, in Santa Rosa, California. He served over three years with the National Marine Fisheries Service and is an expert in ecological restoration. Mattens will serve as an informational resource to guide the project as needed. Mattens has agreed to donate his time to this project.

Financial & Administrative Advisor

Kim Zwick, Certified Public Accountant
Robertson Woodford & Francis
 Grass Valley, CA

Kim Zwick will oversee the financial, administrative, and contractual requirements of this grant. Ms. Zwick has agreed to donate her time to this project and her employer, Robertson Woodford & Francis, will also allow her to spend time on this project as a community service.

Website Advisor and Coordinator

William A. Fehr
Internet Associates
 Grass Valley, CA

Mr. Fehr is an experienced Website developer and parent of two Highland Oaks students. He has agreed to donate his time to this project.

Advisory Council

An advisory council will be established made of representatives of a range of Bay-Delta stakeholders, experts from local universities, including Stanford University and the University of California, and representatives of urban, rural and agricultural interests. The council will be consulted on an as-needed basis.

HODPET

Highland Oaks Discovery Projects Education Team (HODPET) was formed for the purpose of selecting and implementing special exploration and discovery projects for each school year. HODPET staff will assist with advice, guidance, and implementation, according to their particular area of expertise; members include:

- Grades K-1 Teacher
- Grades K-1 Student Representative
- Grades 2-3 Teacher
- Grades 2-3 Student Representative
- Grades 4-6 Teacher
- Grades 4-6 Student Representative
- Materials Development Specialist
- Legal Resource
- Press Relations
- Superintendent of Schools, Union Hill School District
- Board of Trustees, Union Hill School District, Member
- Board of Trustees, Highland Oaks Education Foundation, Member

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VI. COMPLIANCE WITH STANDARD TERMS & CONDITIONS

The Highland Oaks School and Educational Foundation will comply with the terms and conditions for receiving funds for this project. We understand contract administration may be performed by CALFED or the National Fish and Wildlife Foundation, depending on the source of funds and type of project.

We will provide documents relating to Attachment D, Table D-1, of the Request for Proposals.