



TOYOTA | EVERGREEN

LEARNING GROUNDS
10 years of growing

SURVIVAL GUIDE

FOR SCHOOL GROUND GREENING FUNDING APPLICATION 2011–2012



“Although the application process may seem very intensive, it is necessary. I believe it helps everyone achieve a successful project by completing the necessary planning prior to funding.”

– Domonique Houston, school-council chair
Kakabeka Falls District Public School
Kakabeka Falls, ON, 2009

National Supporters of Learning Grounds

National Title Partner



Major Partner



Before you get started

Are you ready to apply for funding? There are nine steps to completing a successful school food garden project.

Green it up in 9 steps:

1 PLANT THE SEED

Research and brainstorm school ground greening and/or food growing ideas. Gain support by forming a committee of students, teachers, parents and community members.

2 GET INPUT

Survey your committee and school community to identify the needs of your school ground.

If your school is in one of the following cities/regions—Vancouver, Edmonton, Winnipeg, Toronto, Ottawa, Halifax, and the Durham and Kitchener/Waterloo regions—please arrange a site visit with your regional consultant. The site visit is required prior to submission of your application.

evergreen.ca/lgconsult

NOTE: If you are a school within the TDSB, you must be an Eco School and have attended a TDSB workshop series in order to be eligible for funding. For more information contact Jenn Vetter at Jenn.Vetter@tdsb.on.ca

3 IDENTIFY YOUR GOALS

To help guide your project, identify three to five goals to implement during the school year. Divide your project into phases. Start small and do it well!

4 SIZE UP YOUR SITE AND PREPARE A DESIGN

Survey your site, create a design plan and get approvals from your school board. Find out which native edible species or heritage vegetables are best suited for your site conditions.

5 PLAN FOR SITE MANAGEMENT

Prepare a site management schedule to ensure thirsty plants are watered and mulched throughout the entire calendar year.

6 FUNDRAISE

Write funding proposals, apply for grants, garner support from local businesses and plan fundraising events.

7 PUT IT INTO ACTION

Organize your planting day and plant away! Begin putting your site management plan into action.

8 SPREAD THE WORD

Celebrate success with your committee! Invite funding partners, the community and local media to share your accomplishments.

9 EVALUATE

Report back and thank your funders, partners and volunteers. Do a final evaluation and plan for the next phase.

For more information see the Learning Grounds Guide for Schools: evergreen.ca/e/lgresources

What do I need to have ready to fill out the Funding Application?

Project summary (Section B.1)

Tell us about your school ground greening project. Why is it important to your school and community?
How will Evergreen funds help you accomplish this?

Project goals and actions (Section B.2)

What are the goals for your project? Which project elements or actions will help you achieve your goals? Who in your school is involved in achieving your goals and how? How will you use your project for teaching?

Project design (Section C)

A master plan of your school grounds and surrounding area and your project area.
Consider how the project area can be accessed and used by the students daily.

Site management strategy (Section D)

A site management plan over the summer and for the long-term.
We want to ensure that the funding we give your school goes a long way and for a long time.

Budget (Section E)

Your project budget (specifically items for which you will be requesting Evergreen funding).

Commitment (Section E.1)

The commitment and involvement of your principal or daycare director.
The most successful projects involve the whole school where both the principal and vice-principal attend planning meetings.

What do we consider when reviewing our applications?

- Date of application receipt—the earlier the better
- National and regional distribution of funds
- Involvement of students in all stages of the project
- Support from the school community
- Demonstrated site management strategy
- Projects that incorporate shade
- Well-articulated goals and actions that are reflected in the project plan
- For those schools in Vancouver, Edmonton, Winnipeg, Toronto, Ottawa, Montreal, Halifax and the Durham and Kitchener/Waterloo regions, participation in workshops and compliance of School Board approvals is required.

Contact your consultant for more information: evergreen.ca/lgconsult

PLEASE NOTE

Schools applying for funding must have school grounds that are:

- on school board property
- publicly accessible (greater community included) at all hours of the day and on weekends
- publicly funded (i.e. non-tuition based)

Daycares applying for funding must be:

- not-for-profit
- publicly accessible (greater community included) at all hours of the day and on weekends, with exceptions when students are using the site

We can help!

If you need more information, we can also help you in the following ways:

1. Online

Do you have questions about the design of your school ground greening project? Have a question and not sure where to find the answer? Email Alix Aylen at aaylen@evergreen.ca with your question or problem and she will direct you to one of our many design experts who will help you out.

2. By Phone

Contact Alix Aylen at aaylen@evergreen.ca at 1-888-426-3138 x312 (outside Toronto) or 416-596-1495 x312.

3. In Person

Check our Website to see if help is available to you from our Learning Grounds Consultants in Vancouver, Edmonton, Winnipeg, Toronto, Ottawa, and the Durham and Kitchener/Waterloo regions: evergreen.ca/lgconsult

4. Through our Resources

Our online resources can help you engage your school committee and inspire staff to help with the planning process: evergreen.ca/lgresources

How do I fill out a successful application?

This Survival Guide will help you think about all the important steps of your project as you complete the Funding Application. It includes tips for answering questions, sample answers and information about what we're looking for.

SECTION B - PROJECT DETAILS

B.1 Project Summary

Please provide a concise description of your project (maximum 150 words) with reference to:

- What is your overall project vision for your school ground? What elements will help you achieve this vision?
- How will this project impact your school and community?
- How will your school use this project?

SAMPLE ANSWER

The vision for our school ground is to create an environment that enables the active and passive learning for students through interaction with the outdoors. For this project, we plan on planting 8 shade trees and installing seating so that teachers can take their students outside for any of their subjects. We will also be planting several gardens (pizza, butterfly and bird) and we hope that the community will help us plant and use the gardens throughout the year, and we are implementing a site management schedule for families so that our project is cared for over the summer months. Our school will use this project daily through having teachers bring their classrooms outside and using it as a gathering place for parents to meet their children before and after school.

B.2 Goals and Actions

What are we looking for?

- Realistic and achievable goals (what you would like to do?) and measurable actions (how will you achieve it?) for your project this school year
- A clear demonstration of how you will meet your goals on your project design (tell us what you want to do and how you will do it, then show us on your plan)
- Evidence that your project actively engages students in all stages from planning through to implementation and site management
- Examples of learning opportunities and curriculum connections (how will you teach about the importance of greening as a subject in the classroom?)

SAMPLE ANSWER: SUNRISE WALDORF SCHOOL, DUNCAN, BC

Goal	Action/Element	Who does it involve and how?	Teaching Linkages
Increase Awareness of bees and issues facing their declining population	Construct large eco structures in the form of bees using local materials and native plants (highlighted in blue on our plan)	<p>4 teachers – supervising plantings and construction</p> <p>1 landscape designer – designing eco-structures and working on placements for structures</p> <p>35 students – doing the plantings</p>	<p>Grades 2 & 3 - Will be taught about insects with a focus on pollinators and spend time in the outdoor classroom</p> <p>Grades 4 & 5 - Will learn the anatomy of a bee and study the eco-structures</p>
Provide a shady seating area so that classes can study outside.	Plant 4 sugar maples and 4 white ash trees around some stone seating.	<p>1 teacher – supervising project</p> <p>2 parents – helping with planting and sourcing materials</p> <p>1 landscape designer – to approve and help with design of project</p> <p>25 students – doing the plantings</p>	<p>All grades will be using the outdoor classroom at least 2 periods/week</p> <p>Schedule to be developed by teachers and principal.</p>

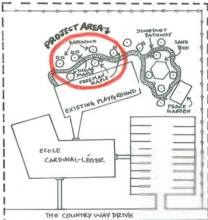







SECTION C - PROJECT DESIGN

The following sample designs will help you complete SECTION C of the application.

C.1 Draw a Master or School Ground Plan

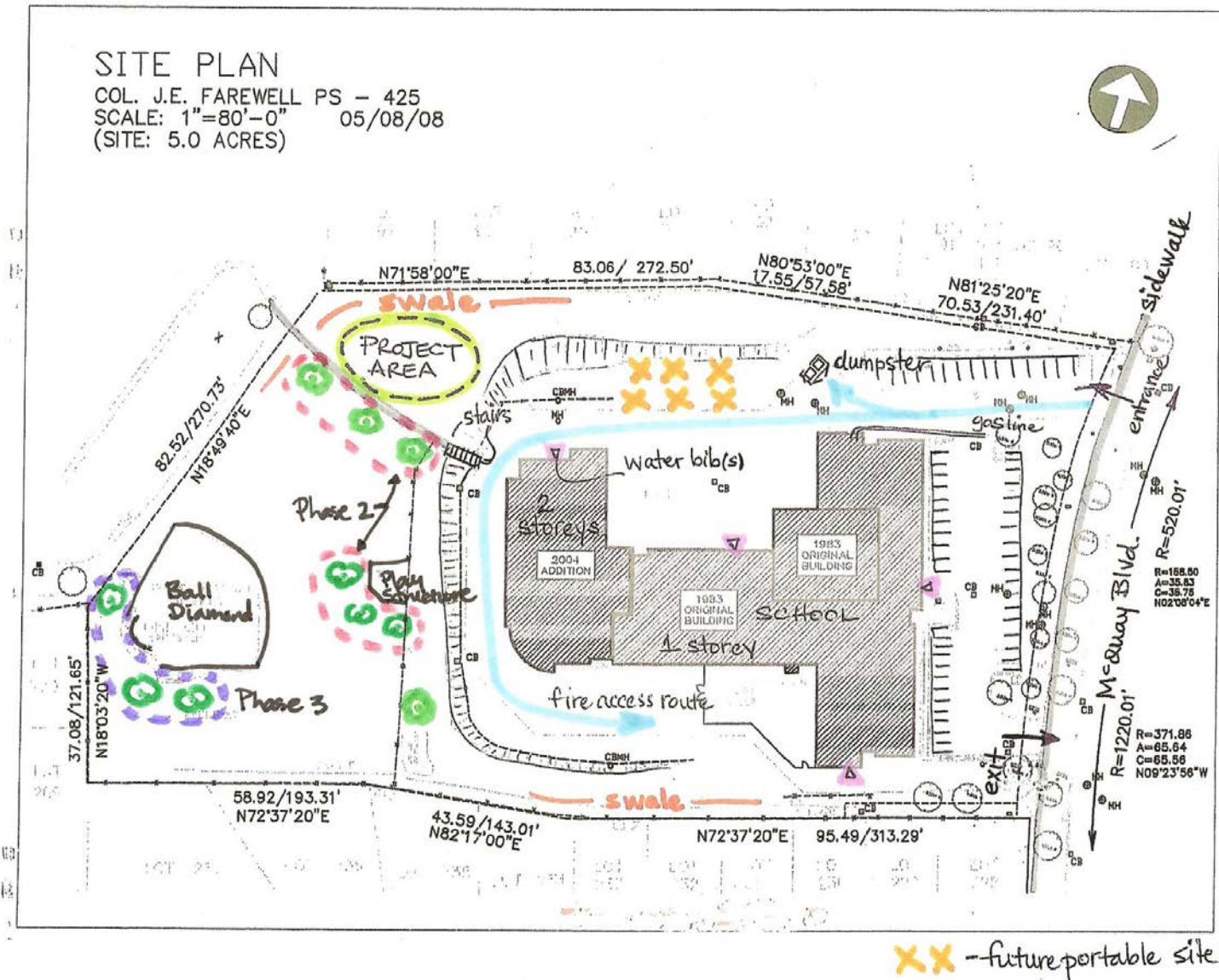
Depending on your vision and project, you may be submitting a **master plan** for your entire school grounds. This may be because you are completing your project in phases and want to show your overall plans for the upcoming years or have funding coming from other sources and are focusing your Toyota Evergreen Learning Grounds on one part of your project. Other schools may want to show their **school ground in its current state** and only focus on the project they are requesting funds for. Either one is fine.

Wherever you are in your greening process, we require the following information to understand the context of your school ground and how you will achieve your goals and vision:

<input type="checkbox"/>	Location of your project (circled or highlighted)	<input type="checkbox"/>	Existing vegetation on the site
 <p><i>Project Area in relation to surrounding area</i></p>		 <p><i>Existing deciduous and coniferous vegetation</i></p>	
<input type="checkbox"/>	Building locations (including # of storeys)	<input type="checkbox"/>	Roads, pedestrian and vehicle access routes (fire lane, dumpster pickup)
<input type="checkbox"/>	The direction of North	<input type="checkbox"/>	Location of all overhead and underground utility lines
 <p><i>North arrow</i></p>		 <p><i>Water lines</i></p>	
<input type="checkbox"/>	The location of all exterior water taps	 <p><i>Electrical lines</i></p>	
 <p><i>Water tap</i></p>		 <p><i>Gas line</i></p>	
<input type="checkbox"/>	Parking area		
 <p><i>Parking</i></p>			

School Ground Master Plan

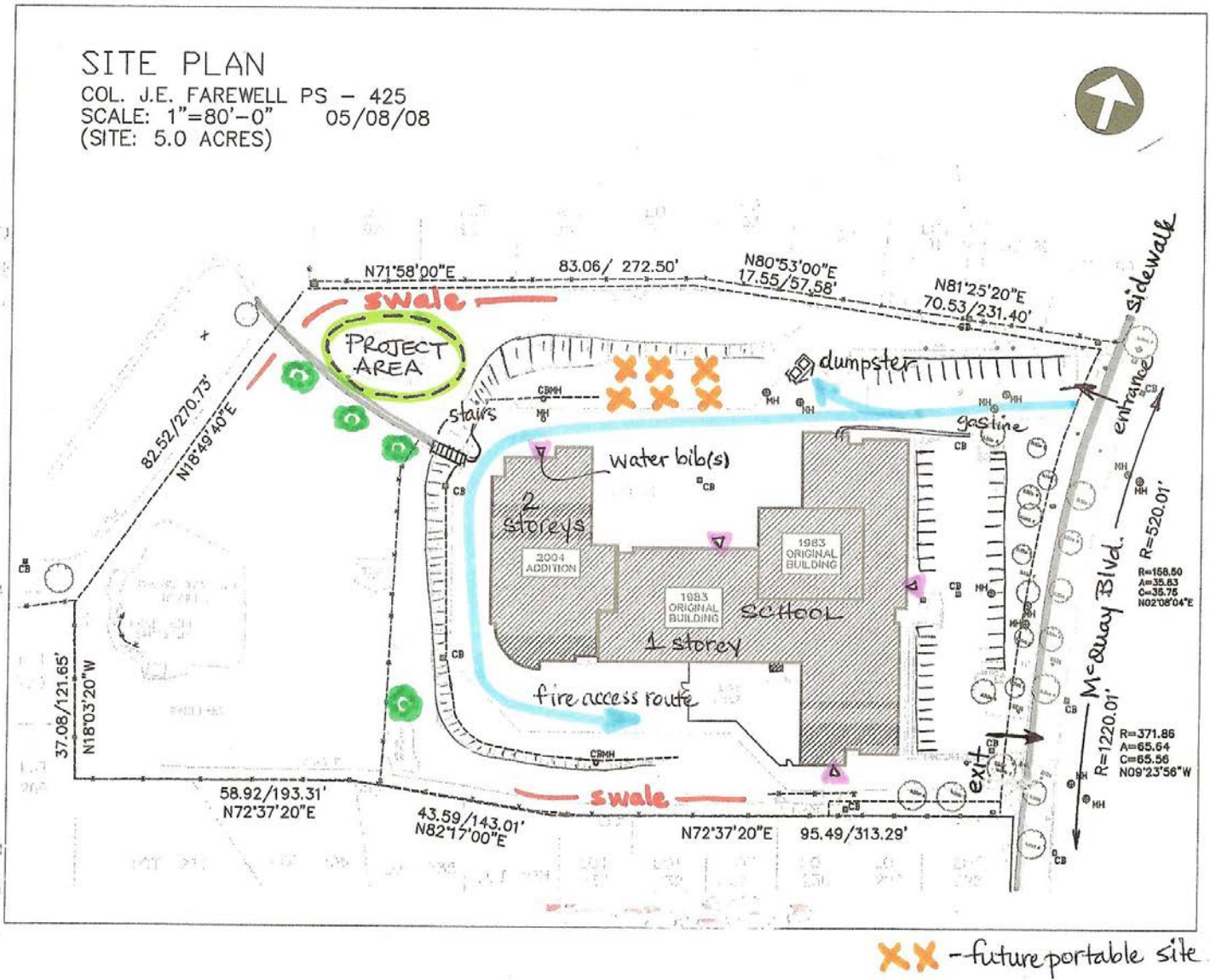
The following sample design is a **school ground master plan** which shows the different phases for the school ground greening project. The yellow highlighted project area shows where the funding for this particular request will be directed.



Adapted from: Colonel J.E. Farewell School Funding Application 2009–2010, Whitby, ON

School Ground Plan

The following sample design is a **school ground plan** which shows all the elements of the school ground and the location of the project area for which funding is being requested.

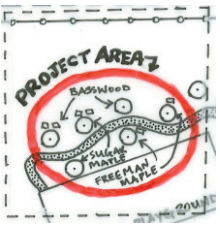
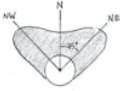

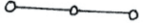













Adapted from: Colonel J.E. Farewell School Funding Application 2009–2010, Whitby, ON

C.2 Draw a Project Plan

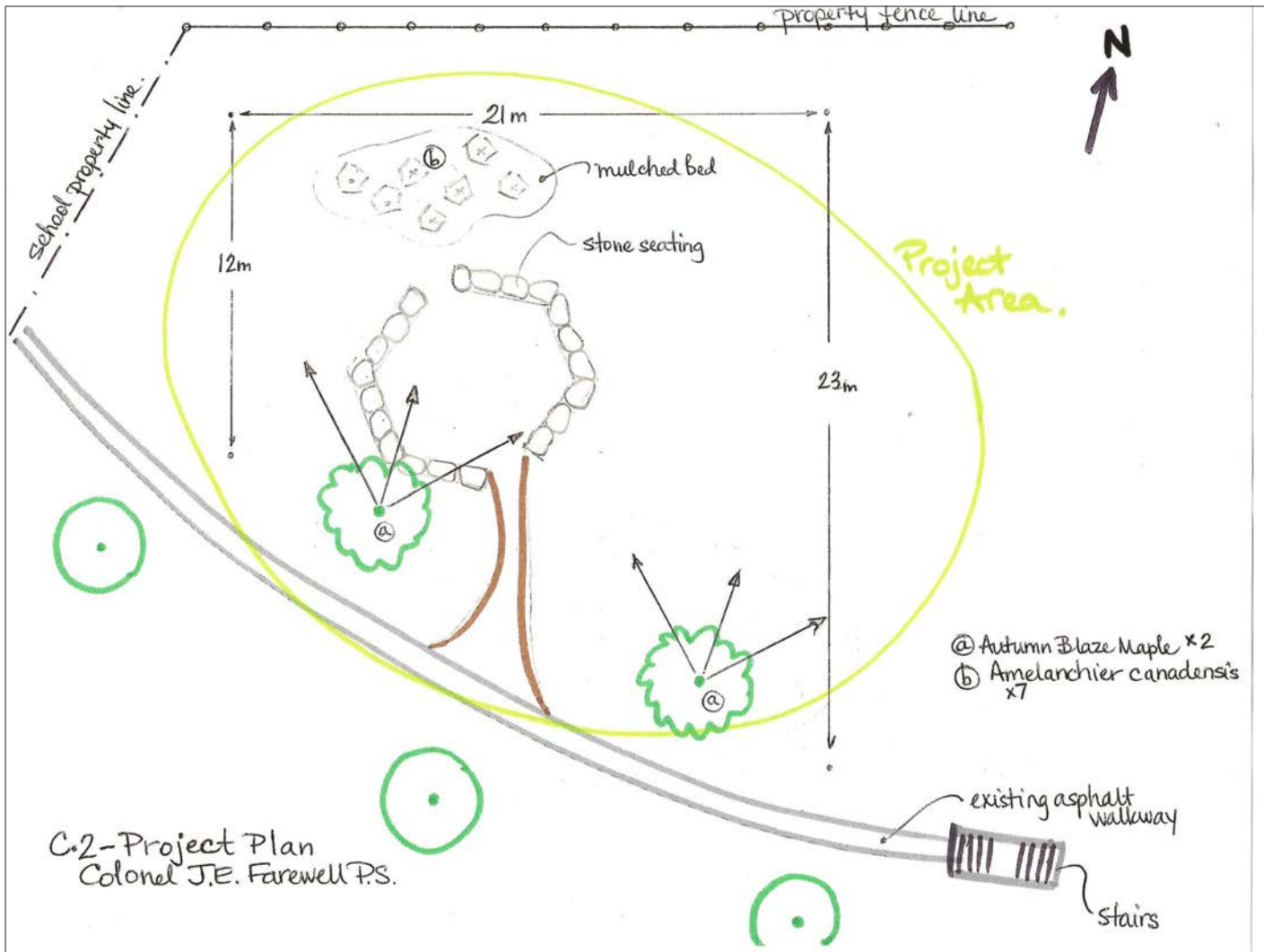
A **project plan** shows the details of what you will be doing this year and which elements you will be implementing using the funds you are applying for through the Toyota Evergreen Learning Grounds program. A professional design plan is not required—we encourage you to draw this picture with students, teachers, parents or volunteers.

Your project plan should include:

<input type="checkbox"/>	Location of your project	<input type="checkbox"/>	Shade (at noon)
 <p><i>Close-up of your Project Area</i></p>		 <p><i>Tree shade shadow</i></p>	
<input type="checkbox"/>	The direction of North	<input type="checkbox"/>	Fencing
 <p><i>North arrow</i></p>		 <p><i>Fence</i></p>	
<input type="checkbox"/>	Existing vegetation on the site	<input type="checkbox"/>	Planting beds
 <p><i>Existing deciduous tree</i></p>		 <p><i>Raised beds</i></p>	
 <p><i>Existing coniferous tree</i></p>		 <p><i>Garden beds (Other native plants (BC and Edmonton only))</i></p>	
 <p><i>Existing shrub</i></p>		<input type="checkbox"/>	Benches and Logs
<input type="checkbox"/> Planned vegetation on the site		 <p><i>Bench Seating</i></p>	
 <p><i>Planned deciduous tree</i></p>		 <p><i>Log seating</i></p>	
 <p><i>Planned coniferous tree</i></p>			
 <p><i>Planned shrub</i></p>			
 <p><i>Planned vines</i></p>			

School Project Plan

The following project plan shows a close up of the highlighted area indicated in the Master Plan and School Grounds plans. The elements shown should be only those for which you are requesting funds for.



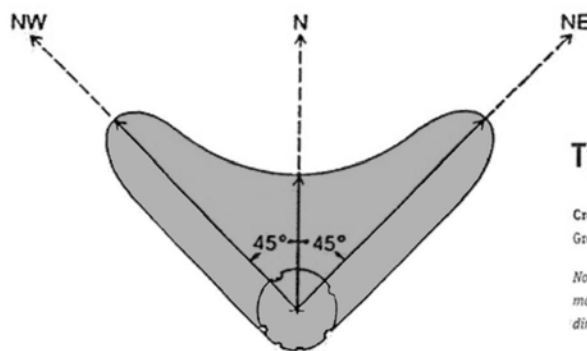
Adapted from: Colonel J.E. Farewell School Funding Application 2009-2010, Whitby, ON

How to draw shade on your plan

If shade is one of your project's goals, **it's important to know where shade will fall at noon** in relation to your shade elements (trees and shade structures).

Drawing a tree shade shadow

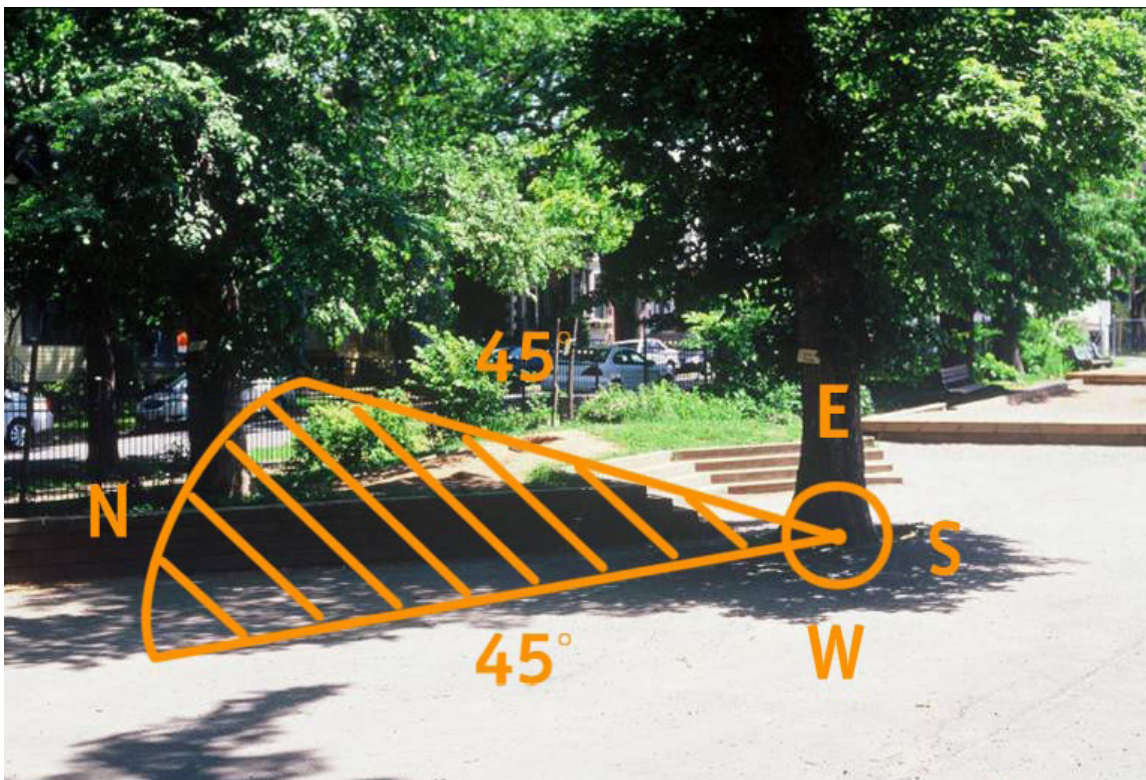
1. Draw a circle on your project plan to represent the tree.
2. Draw a line from the center of the tree toward North (the opposite direction of the sun).
3. Place two more lines at a 45° angle from the centerline.
4. Connect the two angled lines by drawing a quarter circle.
5. Shade in the area between the 45° angles to emphasize where the shade will fall from the tree at noon.



Tree Shadow Template

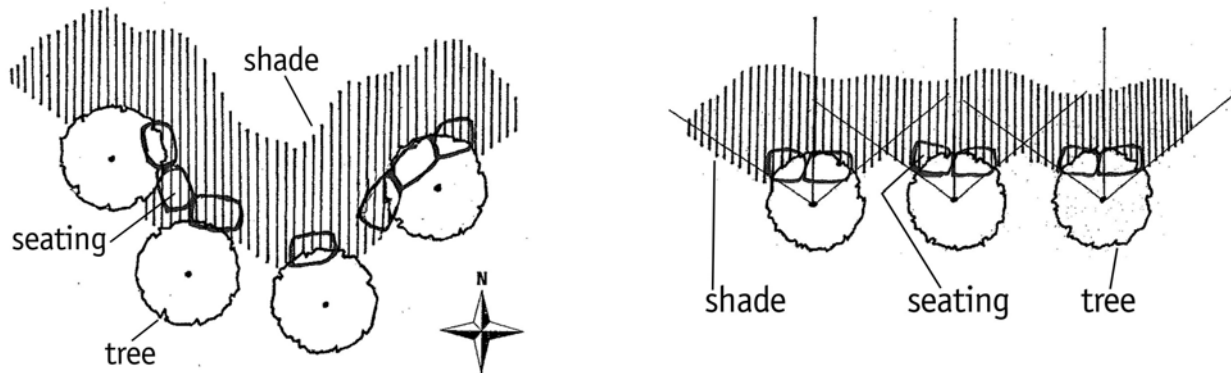
Credit: Adapted from Energy-conserving Site Design Edited by Gregory McPherson 1984. p.126

Note: this template can be used to determine tree shadow in the morning and afternoon by pointing the arrow in the opposite direction from the sun at those times.

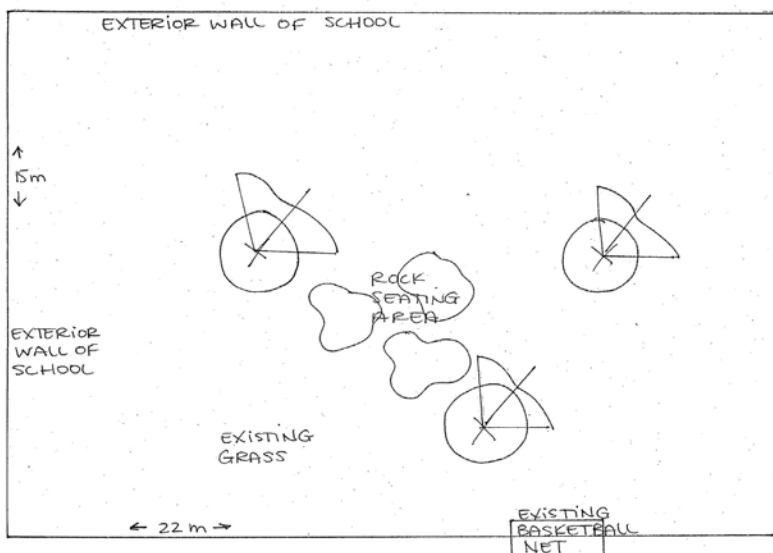


How to design for MAXIMUM shade and seating

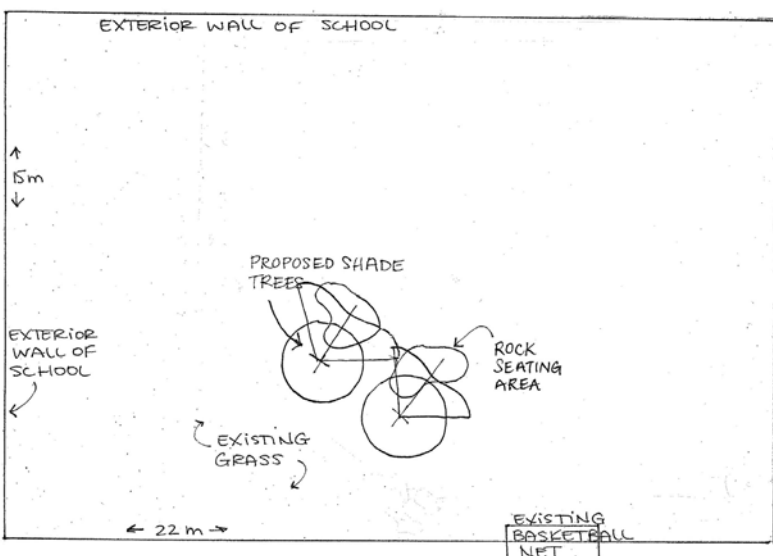
Here are some examples on how to cluster seating around trees to get maximum shade.



When designing for maximum shade, ensure that the shade shadow falls on seating areas at noon.



BEFORE:
Shade shadow does not cover seating at noon.



AFTER:
Here, the shade shadow falls over seating areas at noon.

For more shade design ideas, check out *Designing for Shade and Energy Conservation* and *Shade for Kids Workshop in a Box* at: evergreen.ca/lgresources

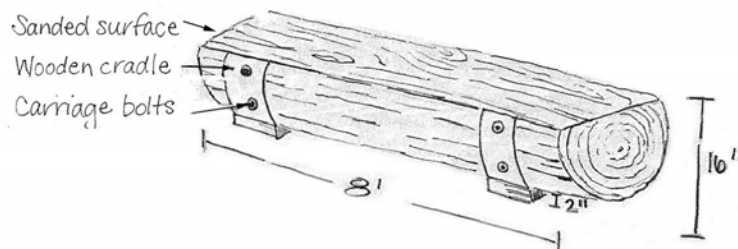
C.3 Seating and Shade Structure Design Samples

NOTE: THESE CONCEPTS ARE SAMPLES AND FOR DISCUSSION PURPOSES ONLY.
DO NOT CONSTRUCT FROM THIS DOCUMENT.

(Tip: Check with your school facilities department or maintenance crew for acceptable materials and construction standards.)

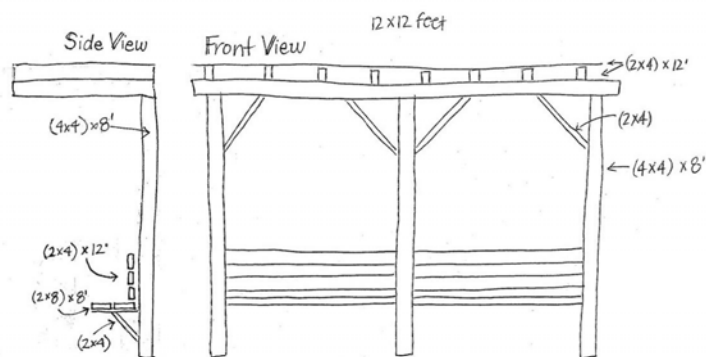
Oak Log Bench

Note: Bark should be removed from the log.



(Drawing courtesy of Bruce Day and Heidi Campbell)

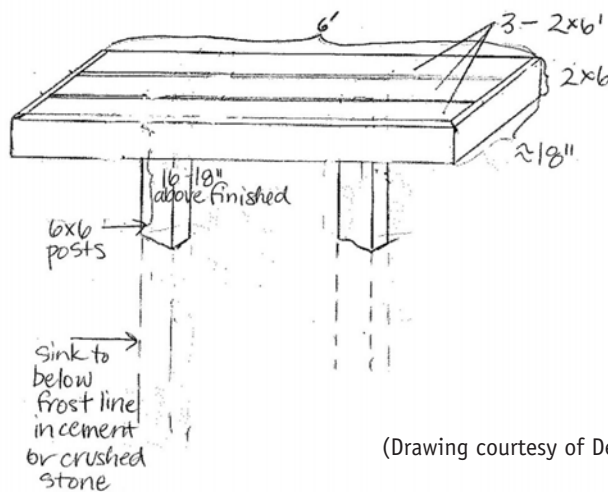
Shaded Seating Structure



(Adapted from *John Barsby Community School Funding Application, 2007–2008, Nanaimo, BC*)

Flat Bench

This bench can be built in different configurations, such as a straight, "L" and "V" shape for example.



(Drawing courtesy of Dennis Wendland)

SECTION D - GREENING PROJECT BUDGET

What do I need to know?

- Please note: While the maximum amount of funding recipients can receive is \$3,500, it is possible you may not receive the full amount if demand is high.
- We only fund native species on the Recommended Plant Lists for your ecozone www.evergreen.ca/plantlists
- Native plants must be listed with both full common and Latin names.
- We fund a maximum of \$350 per tree.
- Only include items on your budget for which you're seeking funding from Evergreen.
- Budget items must match your goals and actions as indicated in Section B.2 of the Funding Application.
- We only fund non-pressure-treated wood and recycled plastic to construct seating, signage and raised beds.
- Native oak trees are eligible for funding. Other native nut trees, including beech, buckeye, hickory and walnut are not eligible for funding as they may pose a risk of serious allergic reaction.

Need funding for a greening AND food garden project?

- You will need to complete the greening project budget below AND a budget from section E of the Funding Application for School Food Garden Projects for the greening portion.
- Keep in mind the total amount of your greening and food garden project request combined cannot exceed \$3,500.

D.1 Site Management Plan

Why do I need a site management plan?

- Weeds will take over, soil will dry up and plants will die due to a lack of maintenance planning!
- A well-planned and organized maintenance strategy will protect your investment of energy, resources, money and time.
- A well-tended project gets noticed and provides a way for the whole school community to get involved.

What are we looking for?

- A site management plan for weeding, watering and soil building, especially during the summer months.
- Assignment of a Food Garden Advocate to keep an eye out for garden maintenance needs.
- Student, teacher, parent and community involvement.
- Optional: Examples of your site management plan in all seasons and for the long-term (use the example below or create your own).

Protect your trees with a strategy to prevent compaction to protect tree roots.

Learn tips and tricks on how to plant your trees for success. Refer to the *Planting Trees for Success* fact sheets at: evergreen.ca/lgmaint

SAMPLE SITE MANAGEMENT PLAN

When? (For example: after planting, fall, spring, summer, ongoing)	What is the task?	Who is completing the task?	How are they completing the task?
After planting	Watering the newly planted trees	Each class has been assigned one tree with a teacher supervising	The Bucket Method evergreen.ca/en/resources/schools/maintenance.sn
Summer	Watering trees	Families of students	A schedule has been created and the families are rotating weekly throughout the summer
Fall	Harvest vegetables	All classes with a teacher supervising	Teachers will be creating a schedule and having students come out and harvest vegetables to then be used in the school cafeteria or donated to local food bank
Winter	Develop fundraising plan for spring	School Ground Greening Committee and Parent Council	Research funding opportunities and begin writing grant proposals. Develop fundraisers.

D.2 Compaction Strategies to Protect Trees

Why do I need a compaction strategy?

- Trees planted on schools grounds often die from soil compaction because they're trampled by the students.
- Compaction occurs when the soil over the tree roots is compressed by the pounding of hundreds of small feet.
- Compacted soil has fewer air spaces, smothering the roots and making it impossible for them to get the oxygen and water they need to thrive.

Here is a list of possible tree protection strategies you may want to use for your greening project. You can also be creative and come up with your own!

- Wood mulch—spread to the drip line 6 in. or 15 cm thick (this requires an annual top-up).
- Plant the tree in a garden or raised bed.
- Weave a fence around the base.
- Plant ground cover around the base.
- Block the area off with string or a small fence.
- Surround with a living fence (e.g. oats, wheat, rye, sunflowers, birdseed or corn).

- Turf stone (for trees planted in hard surfaces only).
- Plant trees in groves within a large mulched area.
- Avoid planting trees on the tops of hills.

D.3 School Tree Advocate

a) Appoint a School Tree Advocate

What is a School Tree Advocate?

The School Tree Advocate is the voice of the trees on your school ground. Their role is to let your greening committee know when trees need water, mulch, protection and pruning to keep them healthy.

Why is a School Tree Advocate needed?

- Trees are well-adapted to shady forest conditions of rich, wet soil and few injuries to their trunks and branches. They often struggle on school grounds because they're exposed to hot temperatures, planted in compacted/dry soil and endure vandalism to their trunks and branches.
- When trees die, the time and effort that went into fundraising, planting and caring for them is lost and it affects the morale of everyone involved.

We plan to follow up with the School Tree Advocate for feedback on successes and challenges of site management activities.

**It's a myth that once a tree is planted on a school ground, it will survive on its own.
Tree protection, regular mulching and watering are essential for survival.**

PROTECT YOUR LOVED ONES!

View our photo gallery of the Do's and Don'ts of tree placement, mulching and tree protection:
evergreen.ca/lgmaint

What's eligible for funding?

Native Species of Trees, Shrubs and Vines

- Native species of trees, shrubs and vines selected from the Recommended Plant Lists for your ecozone at evergreen.ca/plantlists

PlantWatch Species (all provinces and territories) and Native Wildflowers (BC and Edmonton only)

- PlantWatch Species (www.plantwatch.ca)
- Native species of ground covers, grasses, wildflowers and ferns are funded in BC and Alberta only. (Note: a multi-year report is required on survival rates of these plants)
- Services, Tools and Materials
- Garden tools such as garden gloves, hoses, shovels, trowels, rakes, etc.
- Gardening, greening and outdoor education reference materials or curriculum resources to support learning in the outdoor classroom (including Evergreen print and video resources)
- Professional services (a native plant and/or design professional, a professional educator to develop lesson plans or deliver teacher training specific to your school greening project); limit of \$500
- Three-bin composter (Refer to "Compost and Mulch" at evergreen.ca/e/lgdesign)
- Soil toxicity analysis (for schools whose site may have soil containing heavy metals and/or contaminants, limit of \$120)
- Soil amendments (leaf or mushroom compost, sand and worm castings, etc.)
- Mulch (wood mulch, straw, cocoa fibre, etc.)
- Tree protection (burlap and snow fencing, trunk guard, wire mesh caging and t-bars) (evergreen.ca/e/ecoschools)
- Turf stone to prevent tree root compaction in hard surfaces (evergreen.ca/e/ecoschools)
- Irrigation tools (hose, sprinkler) or watering truck for trees
- Signage and fencing

Raised Beds and Seating

- Materials to create raised beds (there must be a plan to fill the beds with native species)
- Shaded seating and class size seating areas (logs, large rocks, benches made from recycled plastic and/or materials to build benches)
- Permanent wooden shade structures and shade sails

What's NOT eligible for funding?

- Non-native trees, shrubs or vines
- Wildflowers, ferns and grasses (Except in BC and Edmonton)
- All native nut trees (with the exception of native oak trees, which are eligible for funding)
- Native plant seeds
- More than \$350 per tree*
- Commercial/manufactured composters
- Beautification projects
- Projects at the front of schools unless evidence is given that the area is used by students on a regular basis
- Ponds, pond liners, birdhouses, bird feeders
- Rental or purchase of machinery
- Labour or wages to install trees or elements
- Pressure-treated or ACQ wood*
- Peat moss*
- Topsoil*
- Small stones, stone dust, gravel, etc.
- Building materials (those not listed in the eligible for funding section above)
- Picnic tables/pre-built benches
- Sod, grass seed
- Fertilizers, pesticides, herbicides*
- Garden edging materials
- Paint
- Removal of asphalt
- Film and photo development

* see our FAQs for explanations (evergreen.ca/e/lgfaq)

We consider funding for some projects that fall outside our funding criteria. Examples include the following:



Indoor food growing project



Prairie labyrinth in asphalt



Bioswale for better drainage

Please email Alix Aylem aaylen@evergreen.ca with your ideas to see if they are eligible for funding.

These options require the submission of a project rationale, details, a list of expenditures and a design of your project, as well as a follow-up report and photos after the funding is received.

SAMPLE BUDGET

Refer to section E.2 and E.3 of the Funding Application.

E.2 Ecozone

Your eco-zone: Mixed wood plains

E.3 Budget

THE MAXIMUM AMOUNT OF FUNDING IS \$3,500 (\$2,000 FOR DAYCARES)

SECTION 1: Native Species of Trees, Shrubs and Vines							
Common Name	Latin Name (Genus and species)	Size of Plant Material	Nursery Name	# of Plants	Cost per Plant (Max. \$350/tree)	Total Cost \$	
tulip tree	Liriodendron tulipifera	45 mm	Native Plant Nursery	4	150.00	600.00	
sugar maple	Acer saccharum	50 mm	Native Plant Nursery	4	159.00	636.00	
cedar	Thuja occidentalis	90 cm	Local Tree Farm	7	20.00	140.00	
serviceberry	Amelanchier canadensis	100 cm	Local Nursery	14	13.75	192.50	
elderberry	Sambucus canadensis	100 cm	Local Nursery	14	9.50	133.00	
staghorn sumac	Rhus typhina	125 cm	Green Schoolscapes	20	11.50	230.00	
shipping cost						100.00	
subtotal						2,031.50	
tax						264.09	
SECTION 1 TOTAL						2,295.59	2,295.59

SECTION 2: PlantWatch Species (all provinces and territories) and Native Wildflowers (BC & Edmonton only)

Common Name	Latin Name (Genus and species)	Size of Plant Material	Nursery Name	# of Plants	Cost per Plant	Total Cost \$
SECTION 2 subtotal						

SECTION 3: Services, Tools and Materials

Item	Quantity	Cost per Item	Total Cost \$
Mulch	8 cubic yards	25/cu yd	200.00
Wire mesh caging and T-bars	For 8 large trees	20.00	160.00
Buckets (for watering large trees)	8	4.00	32.00
Evergreen resource – <i>Patterns, Plants & Playgrounds</i>	1	35.00	35.00
shipping cost			22.00
subtotal			449.00
tax			58.37
SECTION 3 TOTAL			529.37
			529.37

SECTION 4: Raised Beds and Seating

Item	Quantity	Cost per Item	Total Cost \$
Stones for seating	2	100	200.00
shipping cost			Incl.
subtotal			200.00
tax			26.00
SECTION 4 TOTAL			226.00
			226.00

TOTAL OF ALL ITEMS (add up sections 1,2, 3 and 4)			3,050.96
--	--	--	-----------------

Total amount requested from Evergreen this year: Schools are eligible for \$500–\$3,500 and daycares are eligible for \$500–\$2,000			\$3,050
---	--	--	----------------

What makes a good project and what are we looking for?

- The principal's support and endorsement of your project, and/or involvement in the planning committee.
- Support and endorsement from the school custodians and maintenance personnel.
- Student engagement (classes, eco-clubs, etc.) in all stages of the projects, including planning, design, fundraising, implementation, site management and evaluation.
- Involvement and support from neighbours and the larger school community.
- Creative local partnerships (e.g. donations of time, equipment and materials).
- Where necessary, local experts providing advice, outdoor lessons, workshops and/or training sessions, etc.
- Funding from a variety of sources, such as school fundraising events, local sponsors, etc.

WHERE DOES YOUR SCHOOL FIT?

Minimally Supported Projects

- Your project involves at least one teacher or staff member, student and parent.
- A selection of students have participated in the planning, implementation, site management and evaluation of the project.
- You've planned one fundraising event and are receiving funding from one local funding organization.*
- Additional people can include the principal or vice-principal, custodian, parents and staff.

Well-supported projects

- Involve many school staff members, parents or neighbours.
- Many classrooms of students have participated in the planning, implementation, site management and evaluation of the project.
- Are also funded by one or two local funding organizations and by school fundraising events.*
- The principal or vice-principal and custodian are involved in one or more of the following: planning, fundraising, design and site management.

Strongly supported projects

- Involves all teachers, many parents and neighbours. The committee is co-chaired by a parent or teacher.
- The whole student body is involved in an element of the planning, implementation, maintenance and evaluation of the project.
- Custodians, parents and neighbours are willing to help with maintenance activities over the summer.
- The project is funded by local and national funding organizations, local businesses and by school fundraising events.*
- Both the principal and vice-principal have a high degree of involvement in the project and attend all committee meetings.
- Other expert organizations are involved (local conservation authorities, gardening clubs, city parks and recreation departments, community groups, etc.).
- Produce regular updates and information in school newsletters.

***Other funding partners:** Although you may apply for Evergreen funds every year, we encourage you to partner with other organizations to maintain sustainable funding for your project. Funders value projects that are well-supported by a variety of sources.

For examples of how to get more people involved in your project, see “Chapter 2: Building Momentum” in Evergreen’s resource *All Hands in the Dirt*: evergreen.ca/all-hands

What happens after I submit my application?

How are funding applications processed?

There are 4 intake dates:

- September 16, 2011 – for schools that have completed their design process and are ready to plant in the fall.
- December 2, 2011 – for schools who have completed the design process and need planning time for their spring plant date.
- March 16, 2012 – for spring plantings.
- June 1, 2012 – for late spring/early summer or early fall plantings.

Submit your application before or postmarked with the intake date that best suits your needs. Submitting your application early is strongly recommended. Faxed or emailed applications will not be accepted. Applicants will be notified by email of their funding status within one month after their intake date.

Note: If you receive funding, your school’s name will be listed on our website.

What’s my school responsible for if we receive funding?

If your school receives funding, we’ll provide you with instructions in a “Funding Approval Package” for completing the following:

- Recognizing funders – we’ll let you know which funders to recognize and offer suggestions for how this can be done when we send you your funding approval package.
- Toyota Dealership matching – Toyota is our title sponsor and as a result, your school may be matched with a local Toyota Dealership. You’ll need to contact the Dealership to arrange for a cheque presentation.
- Final report – we’ll provide you with information on completing our evaluation and sending in receipts, photos and sample lesson plans.

What if my school doesn’t receive funding?

- We’ll notify you if we’ve exhausted available funds and will put your school on a waiting list to receive funding that may become available later in the year.
- Schools on the waiting list will be notified as soon as possible if money becomes available.
- If your school doesn’t receive funding, you’ll get a follow-up email with information on how to improve your application for the following year.
- Schools who would like to continue working with us may do so throughout the summer to re-apply for funding in September.