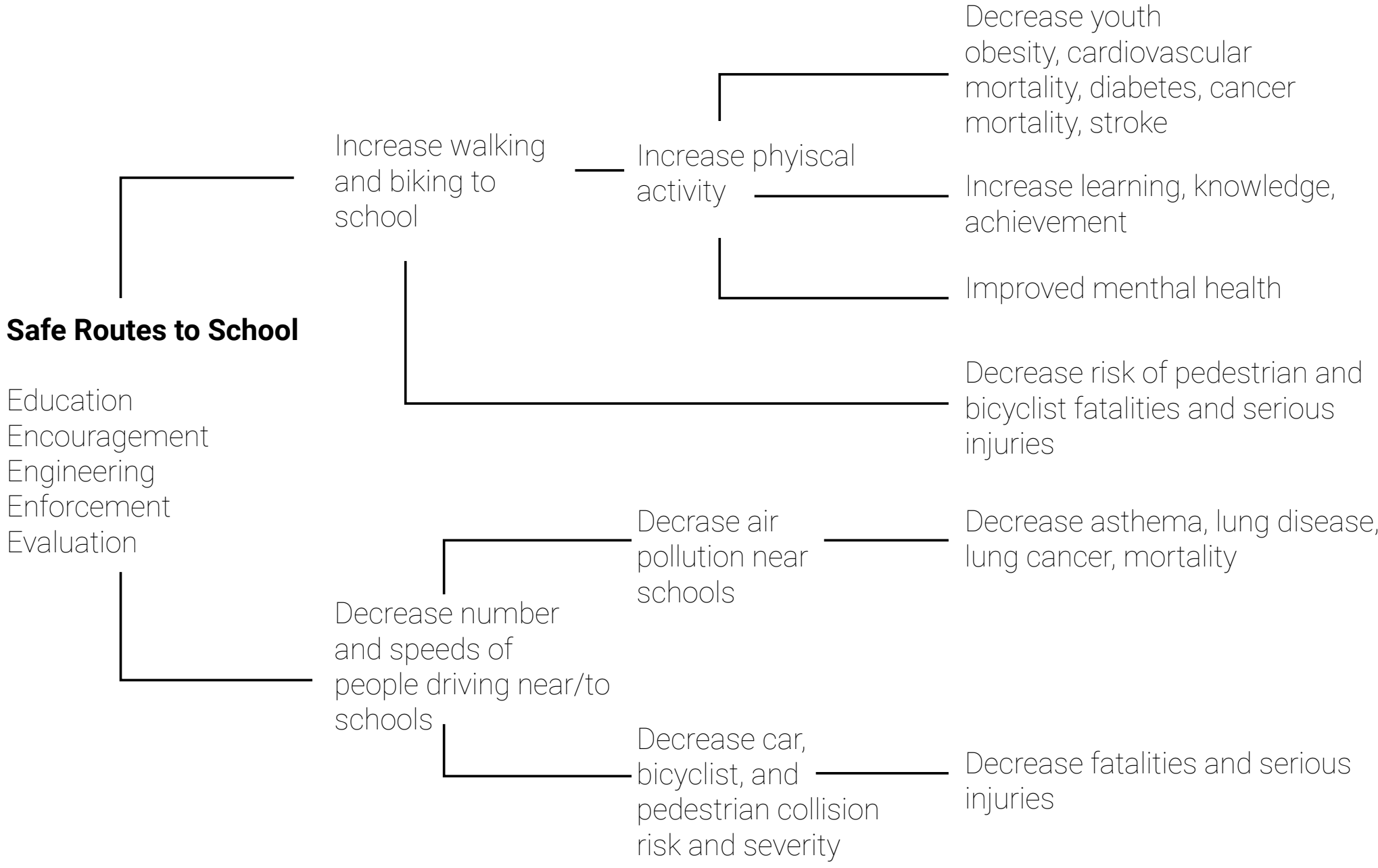


MT. BAKER: A CONNECTED CLASSROOM

"To be equitable to all members of society, resilience planning also needs to understand young people's perspectives and what supports their experiences of resilience by including children's understandings of urban resilience within their communities. To be just, resilience planning needs to understand these experiences and respond to them through its urban structures, programs, and plans." - Victoria Derr, Tuline Gülgönen

building blocks: safe routes to school



Action Plan Prioritization (Out of 114 Schools)

Schools Ranked for Walkway Projects

Wing Luke Elementary	1
Northgate Elementary	2
Rainier View Elementary	3
Van Assel Elementary	4
Franklin High School	15
John Muir Elementary	37

Schools Ranked for Walkway Projects

Broadview - Thomson K-8	1
Asa Mercer Elementary	2
Franklin High	3
Bailey Gatzert Elementary	4
Dunlap Elementary	5
John Muir Elementary	37

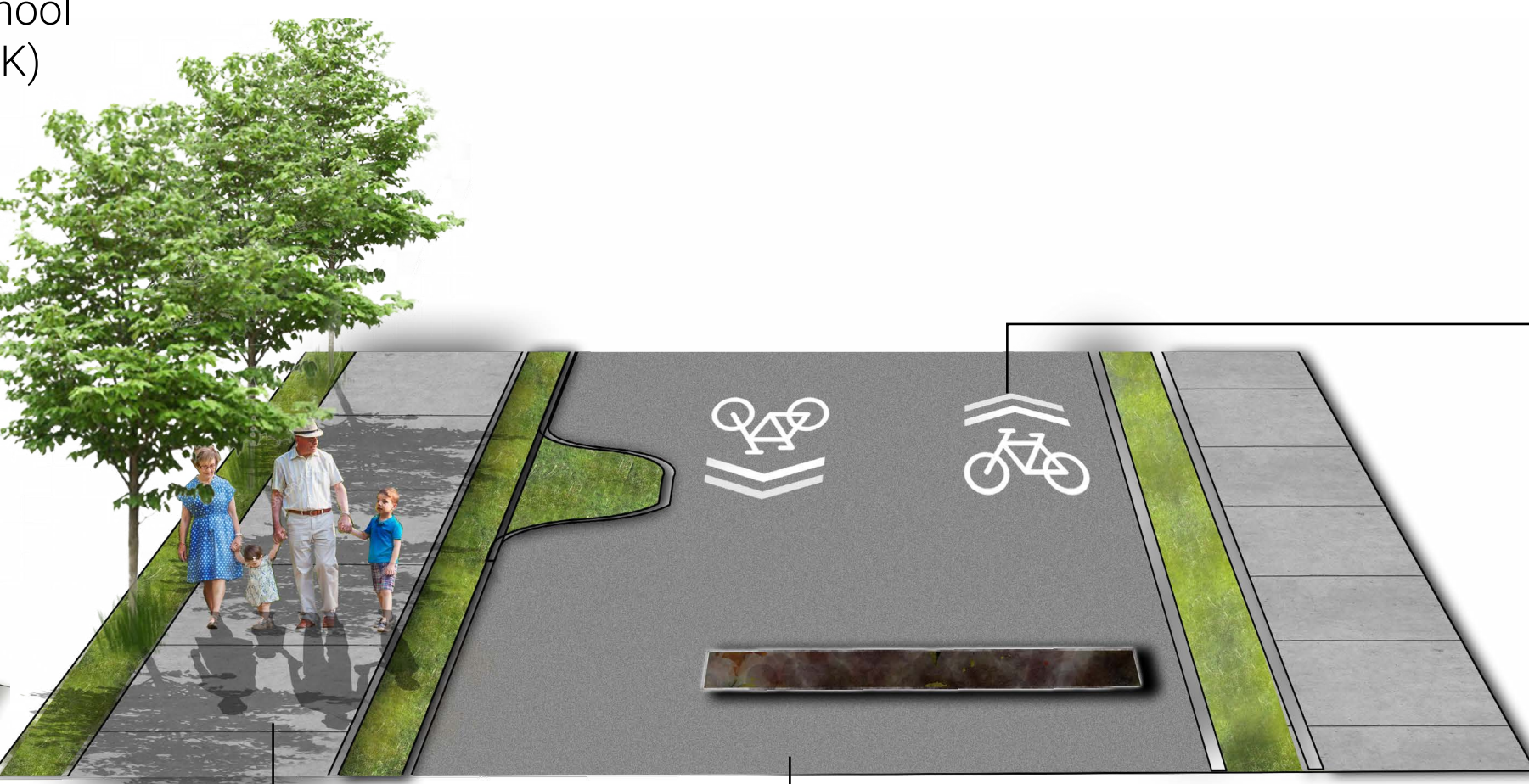
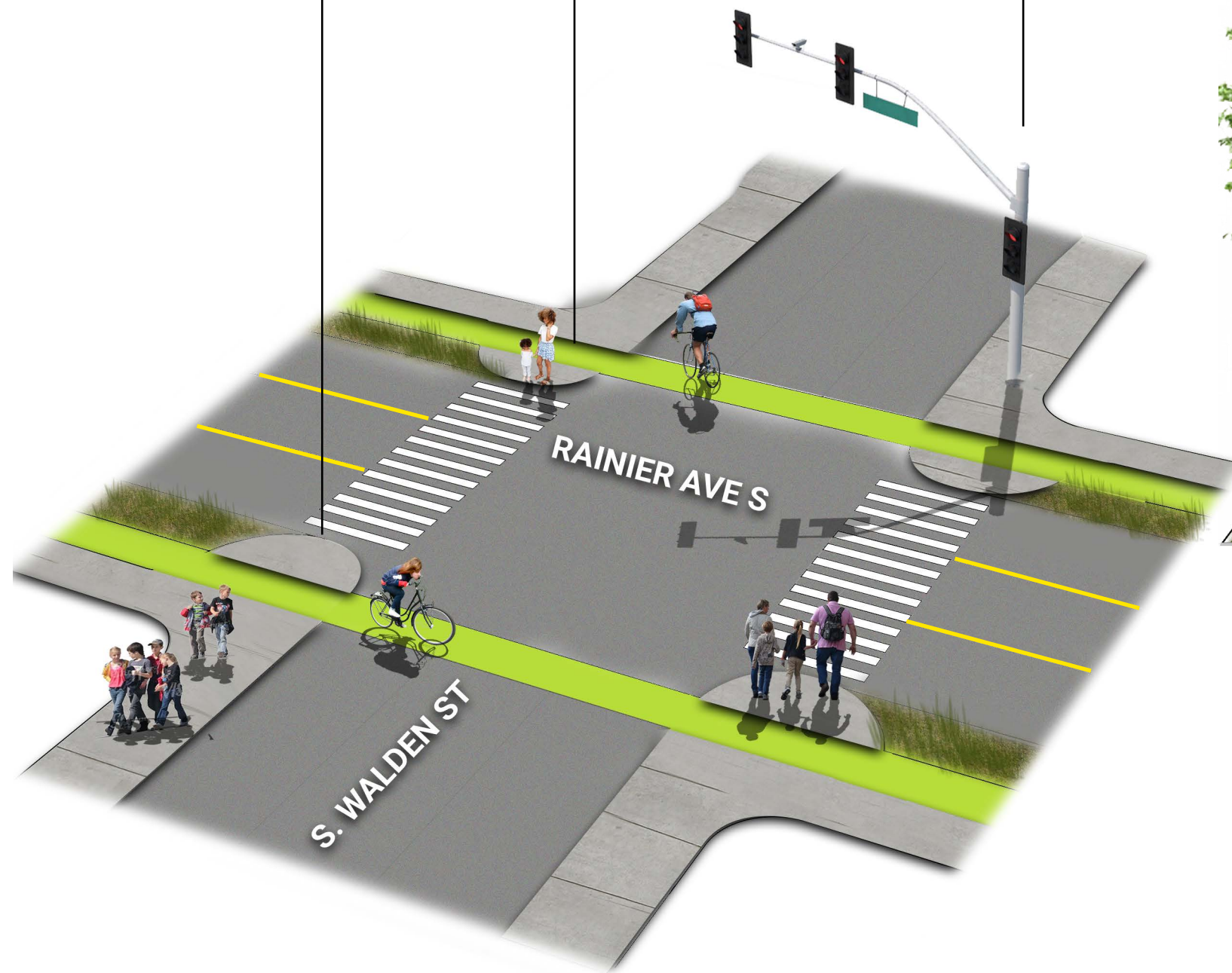
450 enrolled in John Muir
1,350 enrolled in Franklin High

a street for children is a street for all

Bulb outs that go through the bike lane to make the crosswalk shorter and less dangerous

Longer **pedestrian crosswalk** times to accommodate for classes and children's slower walking speed

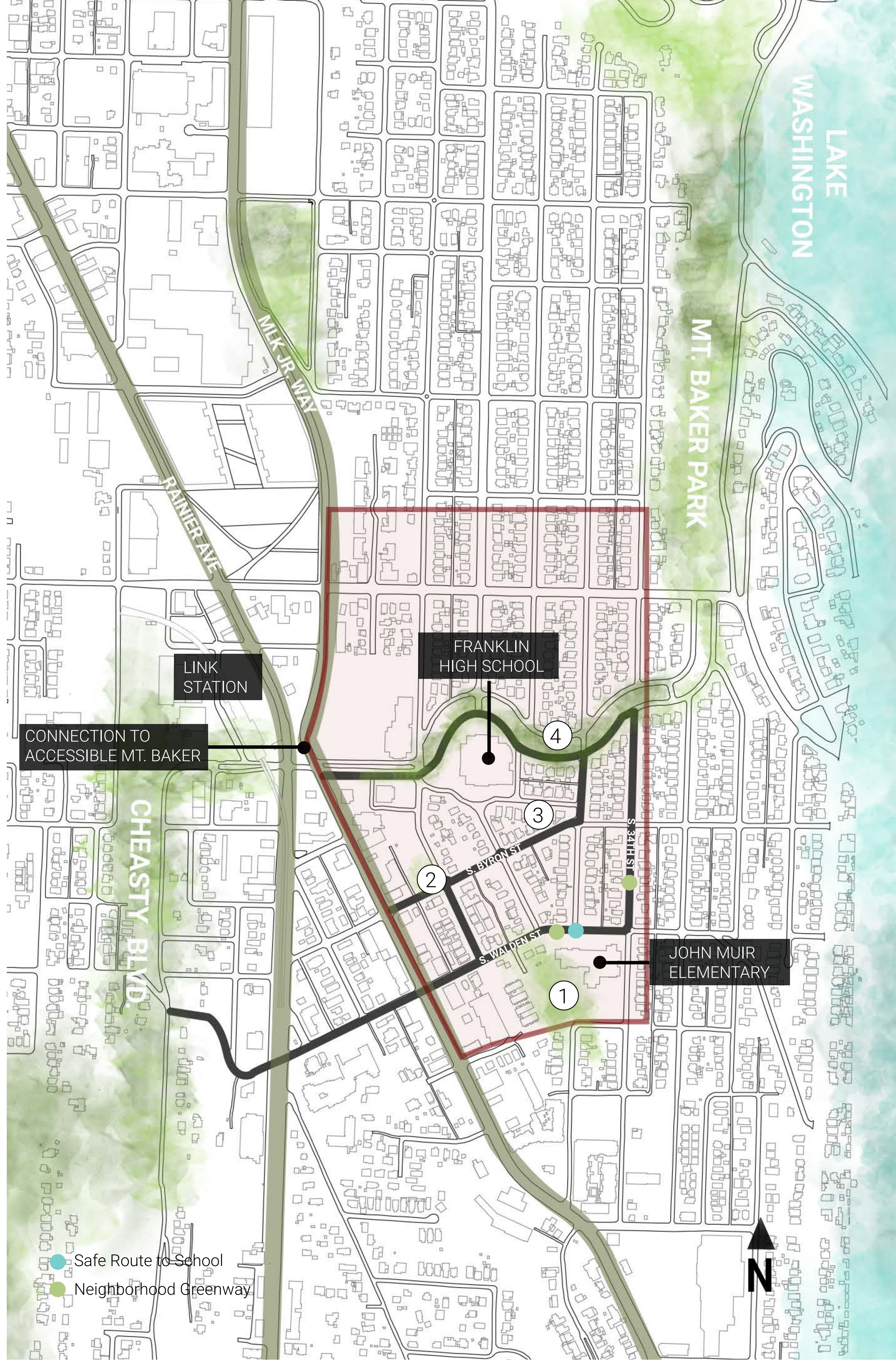
Photo flash traffic lights to maintain speed of cars on arterial roads near school zone. (Rainier and MLK)



Wider Sidewalks to accommodate for children and their caregivers. Supports walking as a class

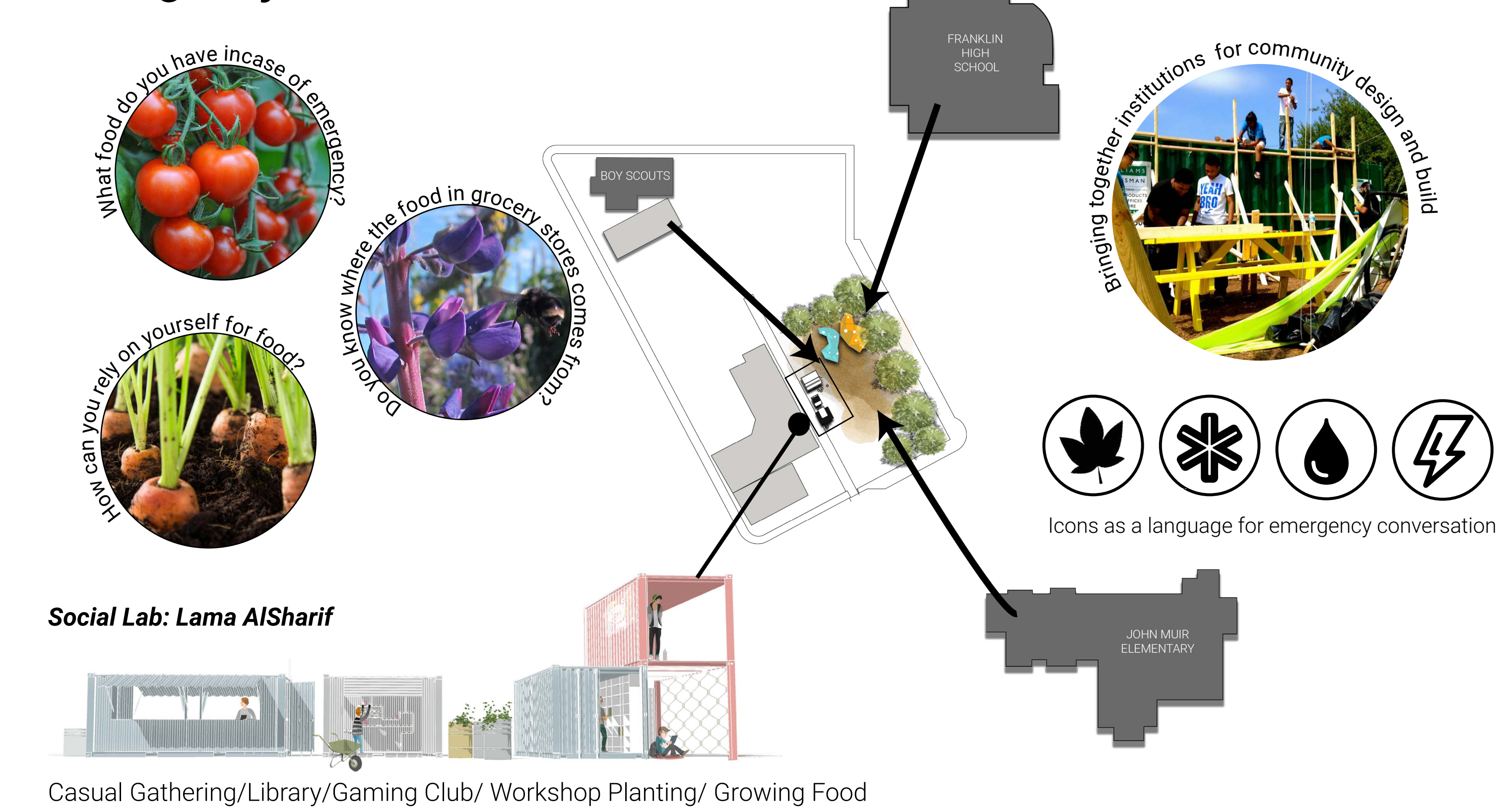
Speed Bumps to maintain a slower speed on residential streets.

Bike signaling to encourage biking on neighborhood streets. Creates safer bike experience.



- 1 Bridging the Estelle P-Patch with John Muir Elementary to create learning opportunities about urban agriculture and food creation
- 2 Programming the parking lot at Byron and 32nd to bring both the High School and Elementary School students together in an engaged and playful way to spark conversation about emergency response.
- 3 Developing Green Stormwater Infrastructure to have components of nature play and interaction to have a stronger connection environment.
- 4 Using the Mt. Baker Blvd portion of the Olmsted Greenway as an outdoor classroom that can connect both the Elementary and High School

play and engagement as a way to start conversation about emergency resilience



nature as a way to support growth and every day resilience



"To build a lasting bond between children and nature, opportunities for engagement must be embedded in every place where children and families routinely spend time. Nature play can be designed into a wide variety of locations, including central city, suburbs, mid-sized cities, small rural towns, countryside, and wilderness, as well as at nature centers, zoos and botanical gardens, where intense engagement is possible.

Either nature is brought to children through renovation of the places they live in or use, or children are invited and welcomed to where nature already is—for example in the present and future green infrastructure of cities. Either way, nature play and learning sites must be easy to get to or otherwise they will not be used."

- Robin C. Moore
Nature Learning Institute

