

PLANTING FOR CHANGE - STEPS and RESPONSIBILITIES			
LEGEND			Who?
A: ACER	S: SCHOOL	AS: ACER and SCHOOL	
Stage 1: Before Planting			
1.	Respond to a teacher who is passionate about this program – a “green spark” who would lead the establishment of the P4C program for their school.		A
2.	Meet the teacher at their school to talk and walk them through the program. Meeting will include a site tour of possible planting locations.		AS
3.	Have the teacher check who else in their school would be a partner in responsibility before, during, and after planting - caretaker, principal, other teachers in departments or divisions, parents, environmental clubs, etc. Start saving newspapers.		S
4.	Hold a meeting to allow other participants to ask questions, including master gardeners, etc. ACER would be invited if presentation is required.		S
5.	Appoint an official photographer to track the events for the planting day.		S
6.	Research local resources available for mulch, soil, and wooden stake donations. See this list for potential starting points: http://goo.gl/9WYlgu		S
7.	Choose the 2 best planting locations (~400m ²). Have school custodian and/or Facilities Management check out site for underground issues. Next, have "Ontario One Call" do a site locate. If OK, then proceed – if not, then check out second site.		S
8.	Design your site planting plan- remember the trees will grow to be large and mature in an 400m ² area in any shape. Trees at the edge of the plot can offer a larger shade area. Report back your plans to ACER and have the planting design approved.		SA
9.	Develop a planting day schedule for your school and have it approved by ACER. Examples of planting day schedules can be found here: http://goo.gl/XzAM0j		SA
10.	Confirm your soil and mulch donations. Arrange for delivery on planting day - both should be dumped near the planting site in separate piles.		S
11.	Have equipment ready for each class on planting day. Check equipment list in the manual or here: http://goo.gl/t5pUOe		S
Stage 2: During Planting			
12.	On planting day, place coded flags to ensure planting design is easily followed.		A
13.	Tree planting - Remove the grass by cutting sod circle. Dig “bowls” and turn the sod upside down at edge of bowl. Cover remaining grass with newspapers, then, cover with thick layer of mulch. For details, see our planting procedure: http://goo.gl/sXsYbd		S
14.	Once trees are planted, use a GPS to collect their locations for mapping. Each tree receives a unique coded tag (attached with a small and large cable tie) to track them for long-term monitoring. These species were chosen by the ACER technical		AS

advisory committee to be planted at all participating schools so that results from each school can be reported, compared, analyzed and shared each year.	
15. Train the staff and students to take accurate measurements and record them in ACER's template. These are emailed to ACER along with the 3 best photos. Make sure the photo waiver(s) has been signed.	AS
16. Planting day/Launch party. Organize the school celebration. Add photos and testimonials to the manual binder for ongoing records.	S
17. Complete anecdotal site planting day report and leave a copy for the ACER program binder.	A
18. Invite the VIPs from the school, school board, city, parent groups, local newspapers etc. for cutting the red ribbon, serving cake etc. Cup cakes are a good idea. Lots of photos. Plan afternoon photo-op when most of the work is done to present certificate to the school.	AS

Stage 3: After Planting

19. If you have a spring planting, please order enough mulch – lots – to retain moisture for the summer months. And more for the fall winter months – the best results to date have been double mulched due to our intense summer heat and snow reduced winters. Climate change is here! If you have a fall planting, order more mulch in the spring so there can be a double mulch program in the early years.	S
20. Set up a summer maintenance program with watering and weeding with students. One family or team per week. Ensure they can identify the weeds vs. shrubs. Picture books may help as well as your site binder documents.	S
21. Advertise your accomplishments to the school and community and know why this is being undertaken. Check out ACER's website to ensure photos, testimonials and data are posted.	S
22. Make sure you check the mulch levels, and order more for the second season.	S
23. Prepare data entry sheets for cumulative data collection, i.e. each column has a blank space next to the first measurement column for entering in the new data beside it. The students can immediately see how their measurements compare to the previous year. Data sheets can be found here: http://goo.gl/IMVaK8	AS
24. Organize a one-year birthday celebration when carrying out the measurements of the first year's growth. Invite everyone so everyone may enjoy the work to date and envision the future. Send your one year growth data sheet to ACER.	S
25. Once you have collected your own measurements, you can use our master Planting for Change dataset to develop analysis and data management activities with your students - e.g. average the 3 trees of each species, which species have grown the most? The least? What could be some reasons for differences between individual trees in one species as well as between species? Research the needs and potential of each species. The complete dataset is available here: http://goo.gl/jn2oDo	S