



POUDRE SCHOOL DISTRICT

Wellness

School Garden Resource Packet



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What is a School Garden?

A school garden is a place for exploration, learning, teaching, and connecting to the environment. Upon entering a school garden, children are opened to a world of infinite possibilities, such as observation, biology, ecology, sustainability, leadership skills, environmental stewardship, and entrepreneurial opportunities. A school garden not only provides a hands-on learning experience but also offers education to all types of learners. When children are given the opportunity to plant and care for a garden, they are given the opportunity to become better aware of their environment and presented with a skill they will carry with them for a lifetime.

When thinking of the term “school garden”, it is important to remember there are several types of gardens and many different purposes for each category of garden. Traditionally, the term garden represented the overall landscape of our homes, which included vegetable gardens, perennial gardens, flower gardens, and even wooded areas. School gardens are no exception and can be found in the classroom, in a garden box, on a playground, in a window sill, around wildlife areas, in orchards, along the Poudre River, and so on. The School Garden Resource Packet (SGRP) is designed to help all types of gardens be fruitful and propagate all PSD schools.





Why Have a School Garden?

The benefits stemming from every type of school garden are abounding and important overall to the education and well-being of our children and environment. Research suggests school gardens are a place where students can ask questions, observe, collect data, explore nature and deepen their understanding of science. Students also thrive by learning to nurture living systems, work in groups and as part of a team, and share cultural heritages.

Studies and statistics show how school gardening enhances students' lives. School gardening has been shown to increase self-esteem and self-awareness, help students develop a sense of ownership and responsibility, foster relationships with family members, and increase parental involvement (Alexander and Hendren, 1998). Students who have participated in garden programs report an increase in self-understanding and the ability to work in groups (Robinson and Zajicek 2005).



School gardening promotes a higher quality of learning and an integration of 21st Century skills into the core curriculum and state standards. Data from the 1999 California Department of Education found that over 77 percent of students in environment-based learning education programs, such as school garden programs, scored higher than their peers across all standardized tests and had higher grade point averages. Studies have shown that 3rd,

4th, and 5th grade students who participated in gardening scored significantly higher on science achievement tests compared to students that did not experience any garden-based learning activities (Klemmer et al (2005). After participating in gardening activities, students have shown an increased knowledge about nutrition, plant ecology, ecosystems and gardening (Pothukuchi 2004). School gardens have also been shown to have positive impacts on reading, writing, math, science, arts, and health education. School gardens are not an add-on, but rather an integral part of the whole curriculum.



Types of Gardens in PSD

PSD has a variety of types of gardens. These gardens extend from vegetable gardens, herb gardens in classrooms, flower gardens and nature centers. Deciding what garden works best with each school will be determined by space, funding, and the support of parents, students, staff, and administration.

Capturing Support for Your Garden

There can be no garden at a school unless the enthusiasts win people's support, particularly that of the principal, custodial engineer, PTA board, teachers and most importantly, students. Talking with the principal and administration team is the first step. Presenting them with the information of why a school garden will benefit the school and how it will help students succeed is paramount. The next step is having the answers to important questions such as:

- 1 What is the purpose of the garden and what will it be used for?
- 2 What are the ages of students?
- 3 Who will be responsible for the garden both during the school year and during the summer?
- 4 What will the garden committee need for financial support?
- 5 What supplies will the garden need?
- 6 What will be growing in the garden?
- 7 How big will the garden be?
- 8 What is the time line for the garden?
- 9 What support is needed?
- 10 What will curriculum look like?

Once there is a plan and when you have the support of the principal, PTA board, and custodial engineer, it's time to form a volunteer gardening committee and put a team in place.



The Garden Team

A new school garden is exciting for students, teachers, parents and the larger school community. The educational opportunities in the beautiful outdoor setting of a garden are abundant and with proper planning, organization, and cooperation, will enable educator's opportunities to put them into action! For a school garden to reach its full potential, it is important to have a team of people committed to growing and facilitating interactions in the garden. The challenge of managing a school garden will overwhelm one or two of even the most enthusiastic and passionate individuals, and momentum and fun are more easily created with a larger group. A school garden needs a garden team that is well equipped to handle the unique challenges of educating across grades and subjects, caring for a garden around a school schedule, and other unforeseen challenges that may arise in a school setting. To be successful, it takes students, teachers, parents, administration, facilities personnel and support, and local gardening experts to combine their efforts, expertise, enthusiasm and experience.

To ensure long-term success, it is important that a garden team actively recruit a variety of participants as teachers often move on to other schools or professions, and parents naturally move on to new schools with their students. The garden experience is not complete without the input and participation of parents because it connects so strongly to the home kitchen culture around food, creating impacts throughout the family. Because gardens are a hands-on experience that can enrich and connect to math, science, language, art, history, health and wellness, and culture, one goal for a garden team is to have a representative of each of these disciplines from the school community on the Garden Team. In a high school setting, there is also the opportunity of involving students in the Garden Team. With this in mind, the core garden group will ideally be a number from five-to-eight composed of school staff and parents.

In order to help manage events, garden needs, and to create momentum in the community, a garden team will also want to be supported by a group of garden volunteers. These volunteers can be students, parents, staff, and other community members who are interested and want to participate but do not have the time to do so regularly. The volunteer team is a great opportunity to involve local businesses, non-profits, and neighbors expanding your garden community and opening new possibilities.



Dividing Responsibilities in the School Garden



There are many ways to divide the tasks of managing the school garden. The roles of the individual Garden Team members can be very elastic and evolve with each new task as the seasons progress, or team members can choose specific roles that they like to do and divide the work to be done along more rigid lines. No matter how the team organizes itself, it is crucial for the long-term success of a school garden that there should be a fair distribution of the work to be done.

Below is a one-person-per-role model of garden responsibilities that covers all of the major needs and tasks of the garden. Take a look and begin recruiting and planning for the school!

Seven Basic Roles in the School Garden Team:

- 1 **School Garden Coordinator**
- 2 **Gardening Lead**
- 3 **Teaching Lead**
- 4 **Harvest and Food Safety Manager**
- 5 **Event Coordinator**
- 6 **Outreach and Recruiter**
- 7 **Treasurer**

- 1 **School Garden Coordinator** - coordinates the overall effort of the garden. Every garden needs a leader who can oversee the garden. The coordinator is charged with building enthusiasm, setting team goals, and following through with the agenda. The Student Garden Coordinator needs to be able to effectively drive communication in the Garden Team and is the primary link between the team and school administration. Beyond that, the responsibilities in the school garden can be organized any number of ways and should cater to the structure of the school and the resources available. This role can, of course, be combined with one of the other roles in the team.
- 2 **Gardening Lead** - manages the gardening tasks in the school garden. The Gardening Lead should have some background in gardening (at the very least a passion for gardening and a desire to learn). It is the Gardening Lead's responsibility to manage and oversee the planting, watering, weeding, and soil and plant health maintenance with the focus on including the students in the gardening tasks.

Dividing Responsibilities in the School Garden *continued*



- 3 Teaching Lead** - compiles, organizes, and tracks the educational connection between the garden and the classroom. The Teaching Lead's focus will be on the seasonal activities and multi-curricular lessons used in the garden. He or she should be in contact with participating teachers in the school to answer questions and direct them on bringing students out to the garden for the various lessons. At the very basic level, simple documentation and organization of the activities and lessons that are used in the garden will create a useful resource for teachers to begin teaching in the garden.

Individual teachers can be assisted by the Teaching Lead for garden team promoted lessons and activities, and/or teachers can take the initiative to bring their classes out as they see fit.


- 4 Harvest and Food Safety Manager** - oversees the sanitary harvest and cleaning of produce grown in the garden. When harvesting with students, being sure that food harvested from the garden is safe is immensely important. Learning the guidelines of how to handle the produce safely once it is harvested is a very important responsibility of the Harvest Manager. This creates the opportunity for students to eat in the classroom, or bring home produce at the end of the day, connecting the lessons of the garden to the students' families as well. While each person on the Garden Team should understand safe harvest and proper handling of food, there needs to be at least one person who manages the harvest, food safety, food preparation, and storage.

- 5 Event Coordinator** - manages the logistics of the events that involve the garden. Aligning events with the growing seasons is important for garden lessons, using produce from the garden, recruitment of new garden participants, and the use and celebration of the garden itself. The Event Coordinator can organize new events around the garden, or work to incorporate the garden into existing events. Planning field trips to learn about gardening and healthy food production could also be a fruitful part of the Event Coordinator's work.

Example events are as follows:

1. Introduction to the Garden: class by class, or a school-wide Assembly
2. Spring Planting: class by class
3. Plant Sale for Mother's Day: spearheaded by a club or a class
4. Spring Harvest and Eating: class by class, or a school-wide event
5. Summer Planting for a Fall Harvest: Garden Team event. Invite school community
6. Welcome Students Back to the Garden in the Fall: class by class, or a school-wide assembly
7. Fall Harvest and Eating: class by class, cafeteria involvement, or a school-wide event

Dividing Responsibilities in the School Garden *continued*

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- 6 Outreach Coordinator** - manages communications between the Garden Team and members of the school community. He or she is in charge of disseminating information from the Garden Team to all community members who are not at garden team meetings such as school staff, students, families, or even the larger community around the school. The Outreach Coordinator can utilize social media, the school web page, the school newsletters, and other resources to inform the whole school community about the activities, lessons, and food in the garden.
 - 7 Garden Treasurer** - manages the budget of the garden. Keeping good records of expenses and earnings is crucial to managing the garden from year to year. Without consistent and careful management of funds, a garden can struggle to keep up with its most basic needs. The Garden Treasurer will lead fundraising efforts by reaching out to your school PTA, local private businesses, and applying for donations and grants. The treasurer can work with the whole Garden Team to raise funds for the garden through plant sales, Mother's Day flower sales, spring and fall farmers' markets, and other initiatives unique to your school.



Garden Planning and Design

Planning

With the Garden Team in place, it is time to begin the planning process. Whether the garden is a vegetable garden, a wooded area along the river, or a wildlife sanctuary, it is best to have a well thought out plan of action and gather as much support from school teachers, students, parents, school administration, and community organizations as possible. It is important to incorporate the goals of the garden and how the garden will be incorporated into the school's learning environment.

Once the purpose of the garden is established, it's time figure out where the garden is going to be located. For a vegetable or perennial garden, it is best to look for areas with full sun and access to water. While it is not absolutely necessary to be on flat surface, level ground makes the garden more accessible and safer for all. In the state of Colorado, it is most important to have your garden as close to a water source as possible. PSD Facilities will allow the garden to be connected to an existing water source as long as it follows the Landscape Project Guidelines and Proposal Form. Once the location is identified it is time to meet with PSD Facilities before moving forward. (Please see PSD Procedures section for details).

Design

Once the garden's goals, purpose and location have been defined, it is time to start designing the space. The design of the garden should address the following:

- Type of garden: vegetable, flower, environmental center, etc.
- Number of students participating at any one time
- Amount of space needed to garden
- Size and number of raised beds
- Pathways
- Fencing
- Seating areas/gathering spaces
- Storage or access
- Access to water
- Budget considerations
- Planting plans



Please note: PSD's Landscape Project

Guidelines require garden beds to be raised beds. It is best to use materials that will last several years such as cedar, redwood, cobblestone, or concrete block. While these materials can be expensive, their longevity ensures long-term success and less maintenance.

Budgeting and Funding

Funding and budgeting for a school garden is as unique as the school. Budgets will depend on the design of the garden, size of the garden, and the purpose of the garden. Budget also needs to take into account ongoing financial obligations associated with the garden. Poudre School District Facilities will work directly to evaluate the costs associated with building the garden. Financial assistance may be available through PSD Facilities. Please contact Facilities for further inquiry.

There are several grants, fundraising ideas, and community resources that can provide financial support in the development and continuation of a school garden. A great place to start with resources for a school garden is the PTA/PTO and parents! Many parents are more than willing to donate time, resources and expertise associated with a school garden. The PSD community is abundant in garden resources. Please visit the School Garden Community List for an updated version of community organizations. Other organizations offer entire garden and partial garden grants. These include The Kitchen Community Garden Grants, Lowes, Whole Foods, Kitchen Gardeners International, and more. For more information, contact PSD's Grant Coordinator Stacy Poncelow, who can be reached at poncelow@psdschools.org.



PSD Procedures

Once there is a general garden idea, design, and a maintenance plan in place, download the Landscape Project Guidelines and Proposal Form from Outdoor Services located on the PSD School Garden website. Read through the guidelines and set up an initial meeting by calling 490-3333. Outdoor Services will work directly with the Garden Team to create a master strategy for turning a garden dream into reality. Outdoor services personnel will work with the team to complete the project proposal form, which will include scope of work, landscape drawings, timeline, and proposed budget. For composting, please contact John Holcomb, Safety and Environment Specialist.

Facilities and Out Door Services Contacts

Pete Hall	Director of Facilities	970-490-3333	phall@psdschools.org
Frank Rayder	Outdoor Services Manager	970-490-3532	frayder@psdschools.org
Matt Robbins	Landscape Specialist	970-490-3031	mrobbins@psdschools.org
John Holcomb	Safety and Environment	970-490-3497	jholcomb@psdschools.org

From Classroom to Garden and Garden to Classroom

From classroom to garden and garden to classroom, the curriculum for the school garden will vary depending on the purpose and goals of the garden, type of garden, and even from teacher to teacher. The school garden can play a role in science, math, history, social science, English, visual and performing arts and health. Begin by looking into Colorado state standards and the curriculum goals. Then, make a list of tasks, projects, garden goals and match them with student outcomes based off of standards. Select and develop specific activities and lesson plans that will help students reach their goals that outline the standards. The list below represents a small sample of potential lesson plans and garden-based activities for teachers.

- Denver Urban Gardens
- Slow Food Denver
- Growing Minds
- Life Lab
- Colorado Farm To School

The garden allows for observing, classifying, interring, measuring, predicting, organizing, interpreting data, forming hypotheses, and “digging” deeper for different variables. The

garden encourages students to explore organisms, adaptations, food webs, decomposition, ecological principals, pollination, ecological systems, weather systems, wild-life, and energy.

Basic math is essential to the garden. Calculations, comparisons, measurements, variables, charts, graphs, and data are all practical and relevant to this outdoor math classroom. Precise calculations for fertilization, watering, seeding, germination, and maturity are all examples of how math can be demonstrated in the garden.

Gardens play an imperative role in world history. They have influenced entire civilizations and economies, food chains and are essential to survival. Farms and gardens can be used to elaborate on current and past economies, cultural and ethnic differences, and agricultural history.



From Classroom to Garden and Garden to Classroom *continued*

The garden is a great place to expand on English and language arts curriculum. From short stories, vocabulary, journaling and reporting, the garden can be used to master skills outside of the classroom. Writing plays, creating paintings, making prints are all ways the garden can be integrated into performing and visual arts.

The phrase “you are what you eat” can be a first step to teaching health in the garden. What we eat plays a large role in how we develop and grow, and also influences our health, energy levels and attitudes. Learning about good nutrition and forming habits about where our food comes from can start in the garden. Research continues to document the significant health benefits of fruits and vegetables as well as the increase of consumption of fruits and vegetables for children who garden. The garden is a great place to start with health standards, food preparation techniques, nutrition lessons, food requirements and even how the body utilizes our food sources. The garden can be integrated into any classroom curriculum.



General Food Safety

Garden food safety should adhere to the following:

- All participants must wash hands before working in the garden or handling produce.
- No use of raw manure as fertilizer is permitted.
- Participants must be healthy to work in the gardens.
- All fertilizers, pest combatants, and other material applications used at the farm are organic and OMRI certified. Any compost applied to the fields, especially if it contains animal manure, is aged and fully decomposed and composted before application; no raw manure is to be applied to crop fields.
- All water used on the farm is clean, potable drinking water and meets microbial standards of EPA requirements (generic E. coli count less than 126 bacteria/100 ml for irrigation water; produce wash/rinse water must be potable).
- No domestic animals are permitted in the gardens.
- All containers used to hold harvested produce must be cleaned and sanitized.
- All produce must be washed before being eaten.
- Liability waivers may be issued on a site-by-site basis for selling garden produce.
- Food from the garden may be used in the cafeteria, however it must meet standards. Kitchen Managers can assist garden coordinators and leaders with the proper PSD procedures when using garden produce in the cafeteria.



Garden Maintenance

Garden maintenance is imperative to having a healthy, growing garden. Ensuring that there is a maintenance plan with the School Garden Team will set up the garden for success. It is important to keep in mind every garden maintenance plan is different. The District and Outdoor Services do not assume responsibility for the maintenance of school gardens; it is up to the School Garden Team.

Soil Amendment

Front Range soils are mainly heavy clay type. This leads to poor aeration and drainage of the soil and creates a difficult environment for root growth. The best way to improve soil is to incorporate organic matter into the soil. Organic matter helps improve texture, so that water and air may penetrate easier and roots can grow deeper and reach a larger supply of nutrients and water.

Amendments to improve soil quality:

- Peat
- Wood chips
- Straw
- Compost
- Leaves
- Manure
- Cover crops

Planting

Sowing from seed

Row planting

- Plant seeds in moderately moist soil.
- Mark the rows and furrow at the correct depth for the crop you are planting.
- Space seeds evenly in the soil. A few extra seeds may be added in case some seeds don't germinate. Thin later if necessary.
- Cover with a fine layer of soil and gently water.



Garden Maintenance *continued*

Block Planting

- After the garden is ready for planting, mark a row and use a hoe to clear a block or wide row at the appropriate depth for the crop that is intended to be planted.
- Broadcast or sprinkle seeds in the block. Try not to spread them too thick or too thin. Thinning may be required later.
- Water.

Transplanting

- Harden off transplants before exposing them to direct sunlight and wind.
- Have garden prepared for planting.
- Remove plant from pot and gently loosen the roots before planting.
- Cover the roots with soil and gently firm the soil around the base of the plant. Avoid using the palm of the hand as this may compact the soil. Instead use fingers to firm soil.
- Water transplants after planting.

Watering

Check the soil regularly to see if you need to water. If the top 2-4 inches are dry to the touch it is time to water. A general rule of thumb for our Colorado climate is that vegetables use about of $\frac{1}{4}$ inch of water on a normal summer day. Seedlings will need watering more often since their root systems are not as deep as a mature plant. As the plants grow their water needs increase. Extreme hot weather and wind will dry the soil faster so water more often during these times. Also, if growing in raised beds tend to dry out faster so water more often if needed. Avoid overwatering, as this will waterlog and damage the soil structure, delay plant maturity, attract pests, and cause fruit skin to crack.



Garden Maintenance *continued*

Mulching

Mulch is a layer of material applied to the surface of soil. Its purpose is to:

- Retain soil moisture
- Control weeds
- Improve the health of the soil
- To enhance the visual appearance of the garden

Mulches are categorized as organic or inorganic. Organic mulches are materials that were once alive and include grass clippings, wood chips, chopped leaves, pine needles, and straw. When choosing organic mulch be sure that no fertilizers, herbicides or pesticides were previously applied. These may be harmful to garden plants.

Inorganic mulches include weed barrier, gravel, cardboard, and newspaper. When choosing inorganic mulch, be aware of the potential chemicals that could be incorporating into the organic garden such as glues, inks or dyes.

Fertilization

In the beginning of the growing season, transplants and seedlings will need more nitrogen to promote growth. As fruiting plants grow and start to develop flowers and set fruit, they will need a fertilizer with a higher phosphorus content which promotes flower and fruit development. All fertilizer containers will be labeled with the percentage amount of each nutrient they contain. The nutrient content always appears in the same order: Nitrogen (N)-Phosphorus (P)-Potassium (K). A label that reads 10-6-6 will contain 10% nitrogen, 6% phosphorus and 6% potassium. The rest of the ingredients are fillers or substances to help with nutrient delivery. This example would be a good fertilizer to promote vegetative growth because of the greater amount of nitrogen. A 5-10-5 fertilizer (5% N, 10% P, 5% K) would aid root, flower and fruit growth because of the higher proportion of phosphorus.



Nutrient	Action
Nitrogen (N)	Promotes vegetative growth of stems, leaves and roots.
Phosphorus (P)	Promotes root, flower, fruit, and seed development and helps to strengthen the stem.
Potassium (K)	Promotes root growth and stimulates general vigor of a plant.
Calcium (Ca)	Promotes strong cell walls.
Magnesium (Mg)	Necessary for the production of chlorophyll which is necessary for photosynthesis.
Sulfur (S)	Needed to make certain proteins.

Garden Maintenance *continued*

Pest Control

There are many preventative steps that a gardener may take to help control pests in the garden.

- Refer to planting plan or seed packets noting the plant varieties in garden to know what to expect of size and color of vegetables when ripe.
- During the summer and autumn, anticipate the need to check the garden every 2-3 days for fruits and vegetables that are ready for harvest.
- Consistently remove any diseased, rotting, or unusable fruits from the garden.
- Harvesting often encourages further flowering and fruiting, increasing yields.
- Use a digging fork to harvest root crops, rather than pulling from the ground to reduce breaking the vegetables.
- Cut squash, cucumbers, peppers and large tomatoes from the plant. Pulling the fruits may damage the plant.
- Many tender, leafy plants are best harvested in the cool part of the day.
- Harvest crops from a well-hydrated plant.



Harvesting

Harvesting is a crucial and important aspect of gardening, requiring timely and consistent attention.

- Refer to planting plan or seed packets noting the plant varieties in the garden to know what to expect of size and color of vegetables when ripe.
- During the summer and autumn, anticipate the need to check the garden every 2-3 days for fruits and vegetables that are ready for harvest.
- Consistently remove any diseased, rotting, or unusable fruits from the garden.
- Harvesting often encourages further flowering and fruiting, increasing yields.
- Use a digging fork to harvest root crops, rather than pulling from the ground to reduce breaking the vegetables.
- Cut squash, cucumbers, peppers, and large tomatoes from the plant. Pulling the fruits may damage the plant.
- Many tender, leafy plants are best harvested in the cool part of the day.
- Harvest crops from a well-hydrated plant.

Garden Maintenance *continued*

Fall Cleanup of the Garden

Before beginning the fall garden clean up, make notes of what did and did not work in the garden. Also note particular insect or disease problems and with which vegetable varieties.

- Remove plant debris from the garden, including any remaining fruits and vegetables.
- Add and incorporate organic material into the soil using a digging fork, shovel or rototiller.
- Use disease and weed seed-free materials such as leaves, straw, pine needles, unsprayed grass clippings or compost.
- Consider planting a cover crop to help reduce soil erosion and boost organic matter and nutrient levels in the soil.



School Garden Check List

Checklist for Starting (and using) a School Garden

Stakeholders

- Share your vision with your administrator(s)
- Survey teachers' interest
- Form a student group (garden club, after-school program)
- Identify a School Garden Coordinator
- Form School Garden Team

Garden Vision and Purpose

- Outline the purpose of the garden, values that will drive the garden, and how the garden will be used

Design and Construction

- Contact PSD Facilities to move forward with design
- Decide type of garden - flower, vegetable, environmental center, etc
- Measure your space, and draft a scaled drawing that can be used throughout the design process
- Water source is accessible and convenient and coordinated with PSD Facilities
- Assess the drainage. Avoid damp spots and steep spots. If drainage is not good, do raised beds
- Make sure you can afford the design you want or have a means of raising the money

All school garden plans should consider:

- A sitting area, including tables, preferably out of the harsh sun
- Clearly defined walkways and planning spaces
- Compost area
- Tool shed or storage area
- Signage including rules and garden name at entrance
- Fencing if needed



School Garden Check List *continued*

Fundraising

- Minimum of amount of funds already raised
- Reach out to local businesses

Budget:

Must Haves:

- | | |
|---|---|
| <input type="checkbox"/> Organic material to improve soil, compost | <input type="checkbox"/> Instructional materials, field guides, books |
| <input type="checkbox"/> Tools (kid sized and adult sized) | <input type="checkbox"/> Signage |
| <input type="checkbox"/> Trowels | <input type="checkbox"/> Expertise, contracted services or staffing |
| <input type="checkbox"/> Gloves | <input type="checkbox"/> Plant labels, UV markers |
| <input type="checkbox"/> Shovels | <input type="checkbox"/> Cooking supplies and utensils |
| <input type="checkbox"/> 5 gallon buckets | <input type="checkbox"/> Garden log book (for work days and visitors) |
| <input type="checkbox"/> Water access and a hose that reaches the furthest extent of garden | <input type="checkbox"/> Garden journal (for recording garden notes such as harvest weights, pests, problems, etc...) |
| <input type="checkbox"/> Seeds, starts, plants | <input type="checkbox"/> Harvesting supplies |
| <input type="checkbox"/> Compost system | |

Planting Materials

- Read the seed packet labels before planting.
- Everything is labeled with plant labels and UV resistant markers. Record plantings in the garden journal
- Supports: identify your needs for trellises, ladders, cages
- Harvesting and subsequent planting in the emptied bed
- Schedule orders (See Colorado Planning Guide provided by The Growing Project)



School Garden Check List *continued*

Curriculum

- Curriculum interests of the participating teachers are well represented in the design
- A means of collecting, storing and sharing good garden lessons (binder, flash drive, etc...)
- Match to state education standards
- Discuss what existing curriculum may work best for the school.
- Extra-curricular activities are supported that will further the vision of the garden and enrich students

Safety Rules

- Establish rules (at the entrance to the garden), and reference it each time you enter the garden.
- Procedures in place in case of emergency
- A supply of sunscreen and bug spray (know if anyone is allergic) is on hand. In high heat, have kids wear hats and shirts with sleeves
- All parents have signed off, all allergies recorded, a first aid kit on hand and drinking water is available
- No harmful pesticides or chemicals have been used in the garden

Maintenance

- Summer care strategy in place
 - Volunteers
 - Harvest strategy
 - Supplies on hand
 - Watering schedule
- Maintenance schedule: watering, weeding, staking, fertilizing, pruning, harvesting, bug picking, turning compost, mulching, cover crop planting in fall
- Schedule workdays for volunteers; they should be extremely organized, fun, and provide food. Can use tools such as Volunteerspot or Sign Up Genius.

Communication

- Create a communication for parents, teachers and volunteers. For example, utilize the school newsletter, internet, create a school garden blog, etc.
- Host events for parents, staff and volunteers to be a part of the garden; for instance farmers market sales, plant sales, a garden walk through, etc.



Appendix

Fort Collins has a wide range of community collaborators to assist PSD gardens! Please see their websites below for further information.

School Garden Manuals

- Denver Urban Gardens
 - Denver School Garden Coalition Operating Manual
- Slow Food USA
 - School Garden Manual
- Books
 - How To Grow a School Garden by Arden Bucklin-Sporer

Timing/ Planting/Harvesting

- Seed to Table
 - Plant Cultivation Activity Guide
 - Cultivation Table
- The Growing Project
 - Colorado Planting Guide
- The Kitchen Community
 - Plants
 - Harvesting
 - Water
 - Weeds

Curriculum / Education

- Denver Urban Gardens
 - Denver Urban Gardens Curriculum
- Seed to Table
 - Using Kitchen Tools
 - Cultural Cooking Lessons
 - One-Bite Lessons
 - Light Table

Appendix *continued*

Curriculum / Education *continued*

- Gardening With Kids
 - Curriculum
 - Books
 - Supplies
- National Agriculture In the Classroom
- The Gardens on Spring Creek
 - Classes

Food Safety

- Colorado State University- Farm To table
 - E. Coli Prevention from Garden to Plate
 - Food Safety Handbook for School and Community Gardens
 - Growing Container Salad Greens
 - Safe Food Facts for Community Gardens
- USDA
 - Frequently Asked Questions
 - Handling Produce

Evaluation

- Pell Institute
 - Evaluation tool kit
- The Community Tool Box
 - Evaluation Kits
- Farm To School
 - Evaluation Tool Kit

Appendix *continued*

Garden Training

- Denver Urban Garden
 - Webinars
 - Master Compost Training
 - Helping Kids Get Healthy Workshop Series
 - Composting
- SlowFood USA
 - Trainings
 - Events
- Farm to School Colorado
 - Trainings
 - Webinars
- The Gardens On Spring Creek
 - Classes

Community Support and Resources

- The Growing Project
- Fortified Collaborations
- Way to Grow
- Colorado State University
- The Kitchen Community
- The Gardens on Spring Creek
- Fort Collins Nursery
- Home Grown Food
- Sproutin' Up

This packet was put together with input from the following organizations:

- PSD Wellness
- PSD Facilities
- PSD Child Nutrition
- PSD Communications
- The Gardens on Spring Creek
- The Kitchen Community
- The Growing Project
- Fort Collins Nursery
- Fortified Collaborations
- Colorado State University
Department of Agriculture