



DENVER SCHOOL GARDEN COALITION

RESOURCES FOR STARTING A SCHOOL GARDEN

**Revised October 2017*

This guide, written by the members of the Denver School Garden Coalition, is intended for use by school and community partners and school districts in support of school gardens and related programming.

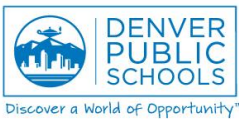
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Denver Public Schools

Denver Urban Gardens






Slow Food Denver

Big Green



DENVER SCHOOL GARDEN COALITION RESOURCE GUIDE

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INTRODUCTION

The Denver Public Schools Department of Sustainability supports schools that wish to establish gardens for student education and enrichment and seeks to serve the unique set of needs and circumstances within each school community. Our partners, Denver Urban Gardens (DUG), Slow Food Denver (SFD), and Big Green (BG) collaborate with Denver Public Schools (DPS) to establish school/community gardens and associated education programs.

Given that DUG, SFD and BG offer a variety of related services, each organization has agreed to work closely with the other(s) to deliver coordinated and complimentary programming to schools where two or more coalition organizations have been asked to be involved. These organizations together comprise the Denver School Garden Coalition, and have agreed to abide by and promote the following set of guiding principles when designing and delivering garden services and programs to DPS schools.

GUIDING PRINCIPLES FOR SCHOOL GARDEN PROGRAMS

- School gardens are spaces for experiential “hands-on” education, incorporating the full cycle of learning associated with healthy food - from growing to nutrition to cooking.
- School garden programs are designed to involve teachers and support their multi-disciplinary curriculum primarily in the subjects of science and social studies, while also promoting self-growth and a respect for diversity.
- Student education, rather than food production, is the primary purpose of a school garden program.
- Community involvement from the school administration, parents and neighborhood volunteers is essential to the function and sustainability of a school garden program and its inclusion into the day-to-day culture of the school.
- School gardens are “outdoor classrooms” which utilize the grounds of the school to expand learning and stewardship opportunities for students without having to leave the school site.
- School gardens are engaging spaces for children to develop both a respect and a nurturing relationship with nature and their community.
- School gardens should model environmental stewardship and sustainability, while emphasizing the importance of seasonality to these concepts.
- Students should be provided with simple and culturally relevant take home messages and practical skills to put what they’ve learned into practice at home.
- School gardens and programs should serve as training spaces and models for others interested in developing a similar program at their neighborhood school.
- School garden programs are inclusive by design, promoting a respect for all backgrounds and points-of-view, and providing each student involved with an opportunity to participate.

STEPS TO CREATING A SCHOOL GARDEN

Administrators, school staff or parents that wish to begin the process for establishing a garden in a DPS school, can follow these guidelines to get started.

1. VISUALIZE IT!

- Start an internal conversation with other members of the school community that might also be interested in having a garden. Generate excitement and enthusiasm by talking to administrators, teachers, parents and students. This needs to be a team effort, so try to engage representation from all potential stakeholders.



GATHER THE GROUP

At a minimum, the school principal must give approval on a garden project, but ideally, the principal will be involved with the planning process. Call a meeting to share ideas and concerns. Use these questions to guide your conversation.

- Do we have approval from the school administration to establish a garden on the school grounds?
- Do we have teachers who are invested in this project and will utilize the garden for educational purposes?
- Are there parents and families that might be willing to get involved?
- What area on the grounds might be a good spot for a garden? It is recommended to look for an area with a prominent location close to the school and a water source with good accessibility.
- What kinds of features would we like to see in our school garden?
- What are the primary purposes for creating this garden?
- How big should it be?
- Who will take care of it during the summer?
- Should it be only for the school or would we prefer a school-based Community Garden?
- How will we pay for a garden?

Talk about it!



Dream a little!



MAKING MOVES TO START A SCHOOL GARDEN

2. CALL IN THE EXPERTS!

Call the DPS Office of Sustainability 720-423-4171 to ask questions and discuss your thoughts and ideas. If your school community is excited about building a garden, the Sustainability team will help you through the process of getting one built. We can help choose an ideal location, talk about the different models and which might work best for your school, make the appropriate connections to our Coalition partners, share ideas about fundraising and start some of the necessary formalities.

3. DECIDE ON A GARDEN MODEL AND COALITION PARTNER

Once you get to this point, it is likely that your school community will be gravitating naturally to one of the Coalition partners that offers the kind of garden and programming that seem like the right fit for your school. The DPS Sustainability Office will organize a meeting with that partner to have a more in-depth conversation about your hopes and plans and help pick a good location for the garden. The school and garden team will sign an official agreement with this partner. Soil testing is an important component in this decision.

4. SITE DUE DILIGENCE

✓ **Site walk**

The first step in due diligence is inviting the DPS Sustainability Office to do a site walk with representatives of the DPS Planning Office, DPS Facilities Office and DPS Grounds to identify potential sites for the garden that can be adequately irrigated, safely built and strategically planned.

✓ **DPS standards**

It is absolutely essential that each school garden site follow DPS guidelines, protocol, regulations and standards when building a garden. Failure to do so may result in the forced removal of the project.

✓ **Soil testing**

Once a site is selected, it is required that the soil in the garden area be tested for various chemical substances and to assess general quality for growing. (See Attachment C at the end of this document for details on soil testing.)



5. DESIGNING THE GARDEN

Soon your full garden action team will be in place. Your chosen Coalition partner will take on a leadership role in the process going forward. Your school community will give vital input toward the design process, including additions and revisions. It's a good idea to get feedback and ideas from a broad base of staff members, parents and students by hosting a community brainstorming session. Once your in-house garden team is satisfied, you or your Coalition partner will present the design to the Sustainability Office for approval.

6. INVOLVE THE COMMUNITY AT LARGE

Bring awareness to your greater neighborhood community

Even if your school's garden will be only school-based, it is wise to spread the word about your soon-to-be garden in your community. Show your design at local HOA meetings or neighborhood gatherings. Put a blurb in the City Council newsletter, post something on the school website, and create a garden Facebook page and email account.

Engage local businesses. Form partnerships. Ask for donations, discounts and company volunteers. Support from the surrounding community promotes healthy connections and greater sustainable success.

PROJECT PLANNING AND DEVELOPMENT

Once you have a solid garden leadership team, an action plan for fundraising, DPS Facilities Management design approval and support from the surrounding community, your team will begin to define a construction timeline. Simultaneously, you can begin to establish more formal ground rules, form committees to manage various garden tasks and get serious about curriculum planning.

DEVELOPING A DIVERSE LEADERSHIP COMMITTEE

A leadership committee comprised of key teachers, parents, administration, neighbors and/or volunteers helps to ease transitions in the school community and ensures representation of all garden stakeholders. The leadership committee organizes programming, coordinates volunteers, ensures proper maintenance of the garden, communicates relevant issues about the garden with the larger community, acts as a liaison between the school community and the Coalition and manages garden funds. To prevent participant burnout, it's important that no one person is tasked with garden leadership; responsibility should be shared among all committee members.

As you work through this initial process, you will likely find that certain members of your school garden team are gravitating toward garden-related tasks by utilizing their own strengths and resources. When it's comfortable, start to define your roles. Every garden is different, but most have leadership teams with special tasks for each member. These are some of the common roles:

- Communicator/Leader/Representative
- Treasurer
- Construction expert/Builder/Tool-savvy member
- Social media guru
- Curriculum planner
- Garden-to-Cafeteria leader (if you opt for this)
- Volunteer coordinator



7. THINK ABOUT BUDGET

You or your Coalition partner will define a working budget for the project and make an agreement with the school garden team on fundraising goals that are reasonable. These partners will also be supporting overall fundraising through their own organizations/connections to make construction a reality.

Gardens costs typically range from \$7,500 to \$35,000, depending upon the following variables:



- **Size/ Area**
 - o Demolition i.e. sod removal, etc.
 - o Linear feet of DPS standard, powder-coated fencing
 - o Number of gates/entrances
 - o Existence of community plots
- **Irrigation**
 - o Proximity to existing water connection and master meter
 - o Number of spigots
 - o Potential need for drip zones
- **Garden Details**
 - o Soil quality / amendment required
 - o Raised planting beds
 - o Pathways and accessibility
 - o Tool storage
 - o Shade structures
 - o Benches / tables
 - o Compost bins

FUNDING NEW SCHOOL GARDENS

Seeking funds for a new school garden project is always a shared effort among project partners including the Coalition, school, community and any other participating organizations. Depending on the size of the garden, and whether or not there is space for community members to have their own plots, costs can vary significantly.

Create a fundraising plan specific for your site. Some school communities have the capacity for mobilizing resources to support the garden's needs, while others request additional support from the Coalition. Community members can use their personal skills to apply for grants, seek donations, hold school fundraisers or use their connections to offset the cost of construction labor. These efforts also encourage ownership of the garden.

MANAGING SCHOOL GARDEN FUNDS

When a garden can manage their own funds, they are able to be more self-sufficient in the long-term. Because, in most cases, the school garden is not in itself an "entity", it is not able to establish a bank account for receiving and disbursing garden funds. However, a sub-committee designated for the school garden within the PTO/PTA is the ideal entity to house garden funds. When schools do not have an active PTO/PTA or if it is not an appropriate match for a particular school, the lead Coalition organization for a particular site may act as a fiscal agent for the school garden.

8. OTHER THINGS TO THINK ABOUT...

IT TAKES TIME AND PATIENCE TO DO THINGS RIGHT

As you can imagine, setting up the infrastructure for a construction project is complicated. It involves many entities to ensure safety, functionality and sustainability for a school garden. Sometimes the hardest part is waiting for the proper steps to be completed in this process while you and your garden team are anxious to plant the garden. But, rest assured, with patience, planning and teamwork, your garden can become a reality.

TRIED AND TRUE METHODS

DPS has partnered with the members of this Coalition because they are all experienced garden organizations that work well with our district's standards and expectations and are committed to creating successful gardens. Put your trust in them. Follow their processes, recommendations and guidelines. Try to remember that there is a lot going on behind the scenes when they are working out legalities, contracts, insurance, logistics and a million other details that will ultimately benefit your garden. And, keep in mind that this process usually takes about a year.

ENCOURAGING OWNERSHIP OF THE GARDEN

The Denver School Garden Coalition supports schools in creating their own gardens. Ownership in the garden is built over time among the school community members. As opposed to focusing on just the end goal of building a school garden, focusing on the process of organizing to create a school garden fosters lasting garden stewardship. Parents, teachers, administration and volunteers should be included in every step of the process of planning and implementing school gardens and related programs. Getting your hands dirty during community workdays is one of the best ways for your school community to feel an investment and responsibility for their new garden project.

What tools do you need?



- * Classroom set of hand trowels (20)
- * 3-prong cultivators (10)
- * 5 long-handle shovels
- * 3 hard rakes
- * 2 hoes
- * 1 soft rake
- * 1 Hay fork for composting
- * 1 Pick ax
- * 2 Wheelbarrows
- * 5 Hand pruners
- * Multiple garden gloves (youth and adult sizes)
- * Hose(s)
- * Watering wand(s) with hand shut off valves
- * First Aid Kit
- * Supplies for plant signage
- * Supplies for classroom grow labs

9. PLAN FOR SUSTAINABILITY



Children grow up, and with their parents, move on to new schools; teachers and administrators sometimes change schools or retire, and through these changes the garden remains. Thus, long-term planning is critical to the success of any garden project. School gardens require planning, fundraising, community organizing, and maintenance, and therefore are not to be rushed into, but rather developed over time. A more deliberate, intentional process supports the garden in gradually becoming part of the culture of the school, its goals and programs. Likewise the garden needs to be built into the long-term vision of the school site. For this to happen, the visions for the garden must be shared by the school administration, teachers, parents, volunteers and cafeteria staff alike.

ENGAGING THE COMMUNITY AS VOLUNTEERS

Additionally, the effectiveness and sustainability of the school garden as an educational space is enhanced when it is supported by a committed group of volunteers, which might include parents, grandparents, on-site community gardeners and/or neighbors. Vegetable gardens are high-maintenance and whether it is a school or school community garden, support is needed to take care of the physical space. The garden must be cared for during the summer when school is not in session, so that students can return in late summer to a productive garden that is primed for learning. Volunteers can become dedicated caretakers of the school plots over the summer, as well as important support within the school to support garden-related programming. Volunteers can also facilitate programs such as Garden to Cafeteria, Youth Farmers' Markets, growing seedlings in classrooms and cooking demonstrations using freshly harvested produce. Any ongoing volunteer program does require some management in training and supporting volunteers as they work through the nuances of the school community. The Coalition, in conjunction with the garden leadership committee, provides these volunteers with support through trainings and workshops, and informally as needed.

SUSTAINING EXISTING SCHOOL GARDENS

Garden-related educational programs can be as simple or involved as a school community would like to make them, which in turn, varies the costs needed to sustain garden programming. Some programs have the potential to be fundraising opportunities for educational purposes. There are also resources offered by the Coalition and other partners that have the potential to help provide tools, plants, seeds, and other supplies for the garden. For example:

- School gardens earn money when they sell their produce to Denver Public Schools in the Garden to Cafeteria program.
- Some schools are able to markup produce sold at the Youth Farm Stands, and therefore make a modest profit that can be funneled back into school programs.
- Income eligible Denver residents can participate in Denver Urban Gardens' Grow A Garden group program.
- Plot fees collected at schools from community gardeners, may be used to support maintenance and programming in gardens after initially reimbursing Denver Public Schools for seasonal water costs.

- Small grants are available to pay for supplies at school gardens. The National Gardening Association's website, www.kidsgardening.org, compiles a list of these types of grants.
- Local garden centers and hardware stores may be willing to donate to school garden projects.
- Members of Slow Food Denver's School Garden Alliance are eligible for small micro-grants for specific garden projects, which are available once a year.
- Businesses and restaurants near to the school make great partners in school garden fundraisers. Consider asking a business close to the school to donate a percentage of their proceeds for a day to your school garden.
- At some schools the Parent Teacher Organization/Association (PTO/PTA) will have fundraising mechanisms in place to be able to support the garden programming as part of their larger goals.





SAFETY FIRST, SAFETY ALWAYS

SAFETY PROTOCOLS FOR SCHOOL GARDENS AND EXPECTED BEHAVIORS

- Children must be supervised when gardening.
- No running in the garden.
- Shoes must be worn at all times.
- Participants who do not follow safety rules will not engage in gardening.

GARDENING TOOL SAFETY

- Students will be encouraged to use their hands (as opposed to tools) as much as possible when gardening.
- Students will be provided with gardening gloves if exposed to thorns or other dangerous plant material.
- All participants will be instructed as to proper handling of tools, including no running and carry tools face downward at their side.
- Tools should never be left on the ground in walking paths to avoid injury, always prop them up or lay them in the garden beds clear of the pathways.
- Tools should be cleaned after use and stored out of the elements.



FOOD SAFETY IN THE GARDEN

Sampling and preparing the produce grown in the garden is a great way to get students interested in healthy eating and truly show the complete cycle of seed to table. Whenever food is being consumed and/or served food safety should be considered. Below are best practices for using produce from the garden.

SANITATION SET UP

- Verify that water sources in the garden are potable (safe for drinking).
- Animals can be a source of bacteria, parasites and viruses. Limit their exposure to the garden as much as possible. This includes keeping cats, dogs and other pets out of the garden.
- Avoid raw manure and limit composted manure to trusted sources.
- No use of chemical fertilizers, pesticides or herbicides in the vegetable garden.
- For food preparation in the garden, washing, rinsing and sanitizing food contact surfaces, a solution of 200ppm bleach or quaternary ammonia is recommended. Food contact surfaces include outdoor sink, cutting boards, tables, counters, knives, utensils, etc.
- Always make sure to use proper hand washing techniques prior to harvesting or preparing food (wash hands for 20 seconds using soap and water, rinse and dry with a disposable paper towel).
- Gloves should be worn with ready-to-eat foods, like produce going in a raw salad or salsa.

HARVESTING

- Everyone who is harvesting should be in good health. Be sure to verify that none of the participants are showing any signs of illness or have missed school in the past two weeks because of an illness. If a student was absent for an illness at any time in the previous two weeks, he/she cannot participate in the handling/preparation of the food.
- Use clean, food-grade containers for harvest. Food-grade containers are made from materials designed specifically to safely hold food.
- Wash the containers with warm soapy water. To sanitize, spray with a solution of 1 teaspoon bleach per quart of water, allow to stand for several minutes, rinse and air dry.

PREPARING FOOD / COOKING

- Garden produce should be thoroughly rinsed under cool, running water before preparation or consumption.
- Wash your cutting surfaces and knives. Avoid cross-contamination by keeping the work area clean and washing hands often.
- Dispose of any leftover produce that has been cut, sliced or peeled.
- Any produce that is harvested but not prepared should be stored in the refrigerator at 40°F or less.



COALITION PARTNERS & SCHOOL PROGRAM OFFERINGS



Slow Food
DENVER





DENVER PUBLIC SCHOOLS GARDEN-BASED SCHOOL PROGRAMMING

Denver Public Schools Garden-To-Cafeteria Program

DPS offers a unique and well-established program for school gardens to grow produce that will be served in the school cafeteria. In fact, the produce is sold to the cafeteria, and the funds pertain to the garden. This is one way to ensure that students are consuming fresh, organic produce on the salad bar or in the cafeteria recipes during gardening season. Trainings for the adults in charge of this program are required on a yearly basis.

Denver Public Schools Garden of Youth and Green Team Programs

The DPS Garden of Youth (GOY) program provides paid work experience and job training to high school students with disabilities through growing organic produce to sell at farmers markets and school cafeterias. Currently, six high schools participate in the Garden of Youth program: North, West, George Washington, Thomas Jefferson, JFK and Manual High Schools.

GOY enables participants to experience work as active, vital participants in their community by bringing healthy, fresh food to local residents and businesses while simultaneously learning about nutrition and healthy lifestyles. The GOY is also designed to be an engaging and relevant work-training program that incorporates job readiness and entrepreneurial skill development to prepare students to obtain and maintain future employment.

The DPS Green Team is an extension of the Garden of Youth program and provides paid student interns with disabilities with employment and job skills during the fall and spring semesters. Fall semester is spent harvesting and distributing food, seed saving, dividing perennials and preparing the gardens for winter. In the spring semester, focus is on early planting, garden bed preparation and build days at new gardens. Students gain in-depth instruction and training in gardening, landscaping and job skills.

Denver Public Schools Poultry Protocol

As interest in "urban homesteading" grows, many city dwellers, including community gardeners, want to produce more of their own food not only by growing vegetables and fruit in gardens, but also by keeping chickens for eggs. Denver Public Schools supports urban chicken-keeping as a way for people to enhance their food security and take a step toward making our food system more local and healthy. Additionally, when chickens are purposefully and intentionally housed on school grounds, inherent educational opportunities arise for students. For formal requirements, please contact the Sustainability Office 720-423-4171.

Denver Public Schools Bee Hive Pilot Project

Official protocol for hosting bee hives on DPS school property is still being refined. However, Omar D. Blair School is currently piloting a program that will permit schools to have honey bees and hives once standards are established. Presently, it is not permitted, but policy is being determined for the future.



DENVER URBAN GARDENS

School Garden and Nutrition Education 2017

With more than 30 years of experience developing resilient community gardens in the metro Denver area, DUG is in a unique position to impact local food systems, model sustainable environmental practices and educate diverse neighborhoods in genuine ways. Our network currently consists of over 160 community gardens, with five to eight new gardens in various stages of planning each year.

For over 20 years, Denver Urban Gardens (DUG) has worked in partnership with Denver Public Schools (DPS) and Slow Food Denver (SFD) to establish gardens at schools. Within DUG's network of community gardens, more than 40 are located on the grounds of DPS Elementary Schools. DUG is committed to supporting each community garden in ways appropriate to that garden's particular needs, including developing a partnership between the school community and surrounding neighbors to strengthen garden sustainability. We believe the lessons offered in a garden are life changing for children of all backgrounds, but in particular, those from disadvantaged neighborhoods. Through the wonders of a garden, students experience hands-on lessons in: science and nutrition, gardening, and community building.

Mission

Together, we cultivate gardeners, grow food and nourish community.

Vision

There will be a day when everyone has access to a community garden.

The Curriculum

Our seasonal approach to teaching builds a bridge for students between gardening, nutrition and science. Between the classroom and garden, the full curriculum spans the 50 hours that evidence suggests is needed to impact individual behavior and knowledge in children. This year-round curriculum provides opportunities for student inquiry and investigation in earth and life sciences, with additional relevancy to math, literacy and social studies. Lessons are linked to Colorado Academic Standards for easy integration into existing curriculum, and are written in a user-friendly format accessible to both educators and volunteers. On the basis of each school or educator's needs, the curriculum is designed to be flexible enough to be shortened to a set of core lessons that can be used in the classroom, or in an afterschool or summer program. View the curriculum here: <http://dug.org/school-garden-curriculum>.

The Volunteers

We believe the effectiveness of our work in school gardens is enhanced when it is supported by a committed group of volunteers, which might include on-site community gardeners, parents, grandparents or neighbors. The School Garden Cultivator volunteer program is a train-the-trainer course designed to educate community volunteers in all aspects of working with youth to foster gardening skills and to promote healthy eating. The Cultivator volunteers work with active DUG school-based community gardens

to support and expand school garden programming. The broad goals of the School Garden Cultivator program are to: reinforce the connection between the garden and the classroom; strengthen social networks in the school community; increase use of school gardens year-round; and to assist educators with garden and nutrition lessons.

Educator Trainings

Offering trainings to educators and volunteers allows us to support a greater number of school communities. In these train-the-trainer workshops, participants will learn the basics of teaching gardening and nutrition to their elementary-age students, using the DUG garden and nutrition curriculum as a foundation. Lessons appropriate for the upcoming season are modeled at each workshop, and DPS teachers are able to earn professional development credits for their participation.

The Programs

The Garden to Cafeteria program is a unique opportunity for students to supply their school cafeteria with fresh fruits and vegetables in their school garden. The goal of the program is to make connections between the garden and healthy eating, while strengthening math and business skills. As an educational program, Garden to Cafeteria allows students to harvest quantities of produce from a handful of fresh herbs to several pounds of summer squash. The cafeteria uses the school garden produce on the salad bar and in some cases, in scratch-cooking recipes.

DUG, in partnership with Slow Food Denver, works with schools to coordinate youth-run farm stands. The Youth Farm Stands promotes opportunities for schools to bring fresh, locally grown produce to their communities by involving youth in school gardens and farm stands, thereby promoting healthy eating. The YFS program serves as a training opportunity for youth, health promotion for the community and youth, and a fundraising opportunity for garden programs and infrastructure.

Contact Information

dirt@dug.org
303-292-9900
1031 33rd Street, Suite 100
Denver, CO 80205



SLOW FOOD DENVER AND THE SEED-TO-TABLE ALLIANCE

Slow Food Denver's Seed-To-Table School Garden Program creates meaningful relationships between young people and food. We cultivate the next generation of healthy eaters of good, clean and fair food. By placing an emphasis on hands-on experiences, community interaction, and the pleasures of the table, we hope to strengthen the food communities of tomorrow by engaging youth today. We work closely with Denver area schools to teach students where their food comes from, how to grow it, how to prepare it, the importance of food choices and the pleasure of sharing with friends and family. The program is centered on a comprehensive curriculum of gardening and cooking activities in Slow Food USA's Good, Clean, Fair School Garden Curriculum. Freely downloadable at <http://gardens.slowfoodusa.org/>

Slow Food Denver's Seed to Table School Garden Program offers programming support for school gardens so that young people can learn how to grow, cook and enjoy real food. We offer for students and garden educators:

- ***Cooking Classes:*** Slow Food cooking classes provide hands-on, inquiry based experiences for students to develop cooking intuition based on taste education and kitchen skills. We allow learners to gain comfort with kitchen equipment and cooking, so that they can experiment with flavors and ingredients on their own.
- ***Cooking from the Garden:*** is an after school program that offers an interactive and multi-faceted learning environment transforming children from passive food consumers to creators, and in so doing increase their health awareness. Children will discover their own taste preferences, learn to create dishes they enjoy, derive self-esteem and pride as they watch their plants grow, eat them and share them to with their community. Fall: Harvest, basic cooking techniques and put garden to bed Winter: Cooking with whole grains, garden planning and garden signs spring: Preparing and planting the garden, taste education, spring vegetable dishes. It is an 8-10 week session. Visit Slow Food Denver's website for more information. <http://www.slowfooddenver.org/seed-to-table/>
- ***School Garden Alliance:*** The Seed-to-Table Alliance supports over 40 gardens in the Denver Metro area. Member schools pay \$100/year in order to receive seeds and transplants, professional development, two cooking classes, participation in the youth farm stand program and the garden to cafeteria program. For more information about membership benefits and how to join visit our website at www.slowfooddenver.org/seed-to-table/
- ***Youth Farm Stand:*** The Denver Youth Farmers' Stand Coalition, a joint project between Slow Food Denver and Denver Urban Gardens, supports metro area schools in hosting their own youth farm stand. Schools receive market training and supplies. The coalition also provides distribution for supplementary produce from local Colorado farms to each farmers' market. Learn all the ins and outs of holding a Youth Farm Stand at your school by downloading the YFS Toolkit - <http://gardens.slowfoodusa.org/youth-farm-stands>
- ***Garden to Cafeteria:*** The Garden to Cafeteria program is a unique opportunity for students to grow fresh fruits and vegetables in their school gardens with the aim of supplying some of their harvest to the school cafeterias to be used at lunch service. Registration in the program is required before participation. Visit this site for more to download the GTC Toolkit - <http://gardens.slowfoodusa.org/garden-to-cafeteria>



BIG GREEN

Big Green builds Learning Gardens in schools across the country. Our Learning Gardens are engaging outdoor classrooms that connect kids to real food, increase academic achievement, and drive community engagement.

Mission: To strengthen communities by accelerating the Real Food Movement at scale.

What is a Learning Garden?

Big Green builds Learning Gardens to be dynamic outdoor classrooms and productive edible gardens, in schools around the country. We recognize that each school and community is unique, which is why our gardens are customizable. They are custom-designed for each school by our team of landscape architects and designers. The Learning Garden transforms urban schoolyards into vibrant gathering places bursting with life. We pair each Learning Garden with support from our talented team of Garden Educators, whose job it is to help schools plant and harvest a thriving garden and support teachers' use of the Learning Garden as a teaching tool. Big Green Community helps students dig into their education, thrive with nutritious foods and healthy habits, and become active participants in strengthening their communities.

Two Venues of Programming:

1.) *Edible Garden Initiative:* We accomplish this providing schools the following:

- Garden Skills Workshops
- Personalized Garden Skills Teacher Trainings
- Annual Garden Plans for growing within the school year
- Seeds and seedlings to support annual garden plans
- Videos to support garden skills and plans
- Regular Garden Team meetings
- Staff presentations
- BG led planting and harvest days when appropriate

2.) *Garden Based Education Initiative:* We accomplish this through supporting schools with 2 different curriculum tracks (Real Food Lab for High School Gardens, and Health and Nutrition for Elementary School Gardens). Please see the Curriculum Overview link for more specific information regarding BG's curriculum offerings.

RESOURCES

<https://biggreen.org/teaching-in-your-garden/classroom-resources/>

<https://biggreen.org/where-were-growing/denver-front-range/>

<https://biggreen.org/teaching-in-your-garden/video-library/> <https://biggreen.org/>

Attachment A: Garden & Greenhouse Use Agreement



Denver Public Schools
Facility Planning - Department of Facility Management

Garden and Greenhouse Use Agreement

LICENSE AGREEMENT

This License Agreement is made on this ____ day of ____ (month), between School District No 1, in the City and County of Denver, State of Colorado ("Licensor") 2800 West 7th Avenue, Denver, Colorado 80204, (proposed garden/greenhouse entity) whose address is _____, Denver Colorado, 8020_; phone _____. In consideration of the mutual promises contained in this Agreement, the parties agree as follows:

GRANT OF LICENSE

Licensor grants to Licensee a license to occupy and use, subject to all of the terms and conditions of this Agreement, the following described property/properties or address(es) ("Premises") situated in the City and County of Denver, State of Colorado.

PREMISES

_____ School and Community Gardens

LIMITATION TO DESCRIBED PURPOSE

- A. The listed Premises may be occupied and used by Licensee solely as a school garden and the incidental purposes related to such use by the residents of the school community and neighborhood during the license period beginning _____, 201__ and continuing until this Agreement is terminated as provided herein. (See Attachment B: Notice of Revocation)
- B. It is specifically agreed between Licensor and Licensee that the license granted under and pursuant to this Agreement is limited to Licensee and shall not inure to the successors or assigns of Licensee.
- C. Licensor gives to Licensee the privilege of entering on the above-described real property/ properties, at reasonable times over a [thirty-six] month period from the effective date of this Agreement, and of carrying out such operations as may be necessary for the purposes of the Licensee. This Agreement shall continue with an automatic renewal annually unless termination class is invoked.
- D. Licensor does not warrant or represent that the above-described property is safe, healthful, or suitable for the purposes for which it is permitted to be used under the terms of this Agreement.
- E. Licensee agrees that Licensee does not and shall not claim at any time any interest or estate of any kind whatsoever in the above-described property/properties of Licensor, by virtue of the privileges granted under this license Agreement or Licensee's occupancy or use of the above-described property of Licensor under this Agreement.

RESPONSIBILITIES & OBLIGATIONS OF LICENSEE

A. Licensee shall be the lead organization responsible for the initiation and development of new community gardens with other organizations, the school, and the school's community residents (collectively, "Community") and will report to Denver Public Schools ("DPS") Grounds Department. On behalf of the Licensee, _____ represents and warrants that he/she is duly authorized to execute this license agreement in accordance with its terms and conditions, and will act as the liaison responsible for coordinating and reporting to DPS Grounds Department.

B. Licensee shall be responsible for designing, planning, and the construction of the gardens/greenhouses:

1. Licensee shall meet with DPS Garden, Greenhouse and Urban Farm Program, Facility Planning, Grounds, and Plumbing Departments, a Learning Landscape ("LL") representative (when it is a LL school either built or has a Master Plan on record with DPS), the school's facility manager, and school principal (collectively, "Licensor Team") to assess existing conditions, determine site location, and submit the proposed master plan and design documents for approval by Licensor team. Licensor will develop a checklist to ensure avoidances of master plan conflicts, potential additions, impact on site access etc. Upon approval, Licensee shall submit, scaled-to size drawings with signature block for the grounds department and principal and an annotated DPS CAD site map indicating location and size of garden, and other documents to DPS Facility Planning. In addition to the delivery of approved design plans and related documents, Licensee shall also provide a construction schedule that shows the phases of the construction work, which identifies assigned tasks, and indicates the dates of substantial and final completion to the DPS Grounds Department. Licensee will also submit to DPS for each community garden constructed a scaled-to-size 'as-built' drawing.
2. Licensee shall comply with DPS Design & Construction Standards for gardens and DPS Greenhouse Standards for greenhouses. Sites constructed prior to the signing of this Agreement will be updated to meet these standards as repair and replacement is required.
3. The prospective garden and greenhouse site is to be surveyed to confirm property lines, easement locations, and all underground utilities prior to construction. All project sites are to comply with Denver Public Schools Design and Construction Standards, Division 1, Section 01065 Hazardous Materials Requirements.
4. All existing soil in place for the prospective garden and greenhouse site that is to be planted within the project boundaries is to be tested by Denver Public Schools. If the soil is contaminated, then the Licensee will be required to build raised planter beds.
5. Licensee shall be permitted to modify the Licensor's site to the extent it is necessary to install, use, and access a community garden. However, Licensee is responsible for removing all non-permanent and permanent modifications made to the property and restore the site to its original condition unless the Licensor agrees to retain certain permanent modifications to the property such as but not limited to, chain link fencing, irrigation system, metal arbors, masonry retaining walls, trees and shrubs or assigns the license to other organizations that elect to assume and operate the community garden program as expressly intended under this license Agreement. Before making any material revisions, changes, and adjustments to a community garden site, Licensee agrees to submit a written request of the proposed changes for the review and approval by DPS Facility Management. Licensee shall, from time

to time and as requested, provide to Licensor an updated list of all existing, and newly approved community gardens.

6. In the event the design and planning of campus improvements affects a garden, modifications to the garden will be made with the least amount of seasonal hardship to the Licensee.

C. Licensee shall be responsible for community garden maintenance.

1. Licensee shall have oversight responsibilities, which includes coordinating with the school access to, and use of the school site premises for the community garden with any and all organizations and community residents requesting use of the Premises subject to the implementation of the following procedures and requirements:

- a) Install approved signage with Licensee information that includes a main phone number and how to contact Licensee representative(s).
- b) Maintain, and keep its garden sites in accordance with state laws, regulations, municipal codes, or other applicable standards related to its activities. Provide assistance with maintenance during school vacations as necessary.
- c) As required by DPS Grounds Department and Principal, Licensee shall provide written notice of regularly scheduled garden clean up dates.
- d) All non – school gardeners who may work with, or have contact with school students shall sign up and comply with DPS volunteer requirements. (See Attachment C: DPS Policy)
- e) Appoint Garden Leader or Leader(s) to coordinate garden activities between Licensee and the school to assure that the community garden/greenhouse is available and accessible to the school, local residents, and neighborhood community.
- f) Provide to schools, if so requested, a minimum of one-third (1/3) of the community garden space for school use.
- g) Coordinate the use of the community garden/greenhouse with organizations that wish to participate in the garden program.
- h) During periods of drought, sub meters may be required by DPS to meter and/or purchase water; Licensee may provide and install sub meters and elect to continue gardening by purchasing water. Licensee may collect garden plot fees and escrow the estimated water fee portion for maintenance use in sustaining the gardens, for garden improvements, or for school garden programming. Garden irrigation systems shall be constructed with provisions for future installation of a sub-meter.

RESPONSIBILITIES & OBLIGATIONS OF LICENSOR

A. Licensor shall help to identify available sites for community gardens and make every reasonable effort to furnish a supply of water to all approved sites.

B. Licensor has an absolute right of entry, ingress and egress to and from, at any and all times, to all community garden sites, and will permit Licensee to lock any community garden sites with locks approved by or provided by Licensor.

C. Licensor shall retain the right to restrict access to the garden area, remove hazardous materials or take any other action deemed necessary by the Licensor to reduce or eliminate any risks to persons or property without prior notice to Licensee.

TERMINATION

A. This Agreement shall continue in force unless or until terminated by any of the parties to this Agreement by giving written termination notice to the other party. Either party may terminate this Agreement at any

time by giving written notice to the other party. The terminating party shall attempt to give notice at least sixty (60) days prior to the requested date of termination. Every attempt will be made to consider seasonal constraints. This Agreement shall absolutely end on the termination date or as specified in the given notice.

B. Should the above-described property, or any essential part of such property, be totally destroyed by fire or other casualty, this license Agreement shall immediately terminate; and, in the case of partial destruction, may be terminated by either party by giving written notice to the other, specifying the date of termination, such notice to be given within thirty (30) days following such partial destruction and not less than five (5) days prior to the termination date specified in such notice.

C. If Licensee attempts to make an assignment for the benefit of the creditors, is placed in receivership, adjudicated bankrupt, or takes advantage of any insolvency or bankruptcy law, revocation of this license is effective immediately and no further notice to Licensor is required.

D. On any termination of this Agreement, Licensee, shall quit the above-described property, and shall remove from such property all fixtures, assets, personal property installed in, on, or attached to the above-described property/properties or in accordance with "Responsibilities of the Licensee" section B, paragraph 3.

E. Any termination of this Agreement, howsoever caused, shall be entirely without prejudice to the rights of Licensor that have accrued under this Agreement prior to the date of such termination.

ASSIGNMENT OF RIGHTS

The rights of Licensee under this Agreement are specific to the Licensee and may not be assigned or transferred to any other person, firm, corporation, or other entity granted under this Agreement, or any interest in such license, and no sublicense for any purpose shall be made or granted by Licensee without the prior, express, and written consent of the Licensor.

INDEMNIFICATION

Licensee shall indemnify and hold Licensor harmless from and against any and all liability for personal injuries, property damage, or for loss of life or property resulting from, or in any way connected with, the condition or use of the premises covered by this license, or any means of ingress to or egress from such premises, which result from the negligent acts or omissions of the Licensee. Notwithstanding any other provision of this license Agreement to the contrary, no term or condition shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protection, or other provisions of the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et seq., as now or hereafter amended.

INSURANCE

Licensee, at its sole cost and expense, shall have and keep, in full force and effect, a policy of public liability and property insurance that will name Licensor as an additional insured, with a combined single limit of \$1,000,000 covering bodily injury and property damage. Licensee shall provide Licensor a signed copy of such insurance, including annual renewals of such policy as evidence of coverage.

GOVERNING LAW

This Agreement shall be governed by, construed, and enforced in accordance with the laws of Colorado. Licensee shall comply with all applicable federal, state and local rules, zoning regulations and laws regarding the school site and activities conducted thereon, and shall not use or permit the site to be used in violation of any such rule, regulation or law or for any purpose tending to damage or harm the site premises thereon or adjacent thereto, or the image or attractiveness thereof, or for any improper, offensive or immoral use or purpose, or in any manner which shall constitute waste, nuisance or public annoyance.

NOTICES

Any notice provided for or concerning this license Agreement shall be in writing and shall be deemed sufficiently given when sent by certified or registered mail if sent to the respective address of each party as set forth at the beginning of this Agreement.

MODIFICATION OF AGREEMENT

Any modification of this Agreement or additional obligation assumed by either party in connection with this Agreement shall be binding only if evidenced in writing signed by an authorized representative of each party.

ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding on either party except to the extent incorporated in this Agreement.

IN WITNESS WHEREOF, the Parties hereto have agreed to and executed this Agreement between the Licensee, _____, a nonprofit organization and the Licensor, Denver Public Schools, effective this __2nd__ day of _____ July _____, 2017.

_____ (Licensee)

Name: _____

Title: _____

Entity: _____

Denver Public Schools (Licensor)

Trena A. Deane
Executive Director, Facility Management
Denver Public Schools

NOTICE OF REVOCATION OF LICENSE

To:

Licensee Representative

Licensee Entity

Address

Denver Colorado 8020_

Please take notice that the license granted to you on _____ [date of grant of license], for the purpose of community garden/greenhouse on Licensor’s property located at _____, is revoked effective [effective date of revocation or upon written notice], pursuant to the terms of the license Agreement. In accordance with the terms of the above-mentioned license, you must remove your property from the premises on or before [date by which property must be removed]. You are further notified that, pursuant to the terms of the license agreement, you will be required to restore the premises to their original condition. The termination of this license does not release you from the obligation for any costs, claims, or charges incurred during the license period through the date of termination.

Denver Public Schools Representative

Date

Attachment B: Background Check FAQs

Criminal background checks are required for all adults associated with gardens in DPS.

Why do partners and independent contractors need background checks?

To ensure the safety of all DPS students anyone working unsupervised and directly with DPS students more than once a month must undergo the proper criminal background check. In accordance with the Colorado law and the District's Board of Education Policies, each partner or independent contractor must conduct a thorough criminal background check for any agent of their organization meeting that guideline. The results shall, at a minimum, comply with the applicable provisions of 22-32-109.7 C.R.S. and any other DPS requirements.

Does DPS want copies of my background check results?

No. You should keep your staff members' background check results in your files. DPS wants each staff member to complete the **Background Check Affidavit** (Exhibit D of the Partnership Agreement). This affidavit tells DPS that the background check has been completed to the level required, it allows the individual to self-disclose anything they wish to the district, and it allows DPS to access the background check results if they are ever needed. DPS reserves the right to audit background checks at any time.

Who in my organization needs background checks?

Any agent of your organization, including staff and volunteers, who have face-to-face interactions with students need a background check. The level of background check depends upon whether or not the individual has unsupervised contact with students. Every organization's background check requirements are different. The Community Partnership Coordinator can assist you in determining what type of background check your staff and volunteers need. Also, refer to the Background Check Flowchart on the following page.

Is there a separate background check process connected to the Partnership Agreement and the Independent Contractor Agreement?

No. If you have completed the Background Check Affidavit for the Partnership Agreement or a Criminal Background Check Certification for the Independent Contractor Agreement, you will not have to re-fingerprint or recheck your staff or submit an additional Affidavit. Please inform the Community Partnership Coordinator or the contracting individual that the Certification/Affidavit has already been submitted and we will work internally to ensure it is attached to both Agreements.

How do I pursue background checks?

Fingerprint Level Background Checks: https://www.cbirecordscheck.com/Account_New.aspx to begin by setting up an account. Contact Susie at the number below for assistance.

Name only/50 State Background Checks: https://www.cbirecordscheck.com/Individual_New.aspx or <http://static.dpsk12.org/gems/purchasing/assistanceinobtainingabackgroundcheck.pdf>

Who pays for the background checks?

Partner organizations and contractors are responsible for the costs associated with background checks for their staff and employees. Depending upon the amount of requests being processed by CBI at a given time, checks can take as long as 8-12 weeks.

How long do fingerprint level background checks take?

Depending upon the amount of requests being processed by CBI at a given time, checks can take as long as 8-12 weeks. Background Check Affidavit can be submitted to DPS once the background check has been submitted to CBI.

Is there someone I can contact at CBI for assistance?

Susie at 303-239-5889 or Ron at 303-239-4232

Questions, Comments or Concerns contact:

Carol Schneider | Community Partnership Program Manager
Department of Extended Learning and Community Schools
Carol_Schneider@dpsk12.org | 720-423-1795

Attachment C: Volunteer Application (insert new version)

Commented [BA1]: Add

Attachment D: Soil Testing Standards

- The prospective garden and greenhouse site is to be surveyed to confirm property lines, easement locations, and all underground utilities prior to construction.
All project sites are to comply with Denver Public Schools Design and Construction Standards, Division 1, Section 01065 Hazardous Materials Requirements.
- All existing soil in place that is to be planted within the project boundaries is to be tested. Garden soils shall be analyzed for the following:
 - Metals
 - RCRA8 (Arsenic, Barium, Cadmium, Chromium, Lead, Mercury, Selenium and Silver)
 - Petroleum products
 - TPH (Total Petroleum Hydrocarbons)
 - BTEX (Benzene, Toluene, Ethylbenzene, Xylenes)
 - Bearing capacity

The current list of approved materials testing laboratories are on the Denver Public Schools Facility Management Website. <http://fm.dpsk12.org/Approved%202011%20A%20%20E%20List.xls>

Testing for metals in the soils is approximately a two week process.

Testing for petroleum products is approximately a five day process.

The estimated cost for testing for metals and petroleum products is \$220 per sample.

- All imported soil and any amendment brought into the project, either for replacement of existing soil or for raised garden beds, is to be tested by a laboratory.
 - All testing laboratories are to be EPA certified or environmental lab accredited.
 - Typical price for a soil test for nutrients is \$60 per nutrient sample.
 - Imported soil composition is to meet requirements of Section 02900 Landscaping, 0.05, C. Minimum Requirements for Acceptable Topsoil and Amendments.
- For Metals and Petroleum Analysis, DPS recommends:
 - Analytica Environmental Laboratories, Inc.
12189 Pennsylvania St.
Thornton, CO 80241
(303) 469-8868
 - Mountain States Accutest
4036 Youngfield St.
Wheat Ridge, CO 80033-3862
303-425-6021
- For Nutrient Analysis, DPS recommends:
 - Colorado Analytical Laboratories, Inc.
240 South Main Street
Brighton, CO 80601-0507
303-659-2313