

Salmon School Garden Project

Farm to School Team

Background

The Salmon School Garden Project (SSGP) team was formed in the fall of 2014 with an initial meeting taking place in September. Since then, regular monthly meetings have occurred and much has been accomplished by the efforts of the project team and recently restructured, Guidance Council. Currently, the SSGP team is undergoing facilitated and comprehensive Strategic Action Planning.

Guidance Council Members and Advisors

Jessica McAleese - Farmer Mentor/SSGP Founder/Committee Leader - owner of Swift River Farm, a small acreage, sustainable and diversified vegetable farm in Salmon Idaho. Ms. McAleese serves as the SSGP “farmer mentor” and program consultant. She has a Masters in Public Health and has extensive experience working with school-based programs, community organizing groups, and grant-funded projects

Candace Burns - Salmon School District, School Board Member/SSGP Founder/Pumpkin Patch Coordinator/Events and Fundraising Coordinator

Katie Cooper - Agriculture Teacher/SSGP Founder/FFA Mentor/Interim Team Leader - serves as the garden director with the responsibility of overseeing the SSGP board, coordinating activities for fundraising and assembling collected data for evaluations. Ms. Cooper has a Masters of Science from Montana State University and seven years experience.

Jody Brostrom - Fish and Wildlife biologist/Committee Leader/Interim Data and Finance Manager: Establishing information management system, tracks expenses, revenues and grant spending, develops budget, and assists with coordination of communication activities.

Sherry Elrod - Mountain West Real Estate/Committee Leader/Interim Site Plan Manager: Works with landowner, guiding council and community advisors to develop long-term site plan (including electricity and water)

Shannon Williams - University of Idaho Extension/Committee Advisor/Interim Volunteer Coordinator and tracks volunteer needs.

Ashley Lohmeyer - Salmon School Garden Coordinator/Garden Teacher: responsible for day-today activities in the garden. These activities include implementing curriculum chosen by the board, community education, and summer care of the garden. Provides support to teachers

using the garden classroom space, with 25% of work time dedicated to garden education. The remaining 75% staff time will be spent on garden planning, care and maintenance.

Jane Feldhousen - 5th Grade Teacher/Committee Advisor/Pumpkin Patch Teacher

Rena Lewis - High School Science Teacher/Committee Advisor/Garden Teacher

Frances Mueller - Community Member and Parent/Homesteading Hobbyist/Committee Advisor

Cheryl Mogenson - Community Member/Garden Hobbyist/Committee Advisor/Outreach Volunteer

Guidance Council Structure and Needed Members

To increase our effectiveness as a team, we have begun to restructure our steering committee to form the "Guidance Council." In this process we have identified key roles, and distributed work more evenly among guidance council teams. We are in the beginning stages and are still recruiting and fleshing out these roles. At this time, members of the steering committee are adapting to new roles, for which volunteers will be recruited to fill in the future. These roles include the following:

Guidance Council Team Leader - provides shepherding (oversight and assistance) of all team activities as well as coordination and communication regarding project committee meetings. Provides weekly updates and monthly progress reports to enhance council wide communication. Maintains project calendar and communication tools. Communicates project goals, policies, and deadlines to the team. Motivates and assists teams, and supports team managers.

Garden Coordinator - provides support to educators in using the garden classroom, plans and maintains the garden, partners with the F2S volunteer to provide produce to the school kitchen, teaches a limited number of garden classes

Finance Volunteer– Maintains quickbooks and project accounts. Keeps records of receipts, purchase orders and reimbursements. Updates the team leader and grant administrator on grant spending deadlines, and account balances. Meets with fiscal sponsor and grant administrator once a month to balance discrepancies.

Grant Administrator - Responsible for both before and after the awards process. Assists the SSGP Guidance Council with the identification of potential grant funding sources and with the development, preparation, and submission of grant proposals. Coordinates proposal activities between teams, school staff and partners. Establishes standards and deadlines for team proposals, reviews proposals for completeness, and ensures compliance with organizational or foundation standards. Maintains records of funding sources and grant applicants. Works closely

with Finance volunteer to establish spending protocols for allocated funds. Prepare grant reports and update the team leader of grant status, and deadlines.

Site Plan Manager - Temporary Position - Facilitate land purchase and infrastructure planning. Work with garden coordinator and community partners to develop long-term site plan (including electricity and water).

Volunteer Coordinator - Identify, recruit, organize and communicate with SSGP volunteers.

Other roles that need further development include Special Events Coordinator; Volunteer/Partner Coordination, and Wellness and Procurement Volunteer

Details and Logistics

The newly formed Governance Council will work over the next three months to further define guidance council roles, recruit volunteers to fill needed positions, and explore new technology for increasing communication among members. We will also continue strategic planning with help from Laurel York-Odell, a professional development facilitator.

Decision Making:

It was agreed that current committee members remain as the collective decision-making body. The new name for the committee is the Guidance Council. All decisions impacting the project as a whole will come to the Guidance Council for deliberation. Team leaders have the authority to make decisions that impact their area only. Any financial decisions must come to the Guidance Council.

Vision, Goals, Context

Background and Progress to Date

In August of 2014, changes were underway in the Salmon School District, addressing waning academic scores and a disengaged student population. Nationally, reports of a stagnating educational system, as well as the US childhood obesity epidemic and its related impacts on health and poor academic achievement continued to resonate. On a local level, community assessments were being launched, focusing on food insecurity and hunger issues in the region. Lemhi County ranks LAST in community food security in the State of Idaho and over 65% of students are food insecure. The time was ripe for the germination of the Salmon School Garden Project (SSGP). In September, a conversation took place between a teacher, a local farmer and a school board trustee. "Imagine the possibilities of a school garden in that empty lot next door to the school..." By December, a diverse steering committee was formed. Within 5 months, the land was secured, over \$16,000 was raised, an 8-week, 4-12th grade culinary workshop was launched, and a team of 5 project members was accepted to attend the world renowned Edible Schoolyard Academy in Berkeley, CA. The proverbial seed had been planted and we haven't back since! Recently, the committee has started strategic planning to keep our project growing. With some expert advice we have begun to restructure putting our helping hands where we need them most.

Since receiving our F2S planning grant in 12/2015 we have accomplished the following:

- Integrated garden and kitchen based education in both the Pioneer Elementary School and the Salmon Jr./Sr. High reaching over half the student population in the 2016/17 school year. All garden curriculum taught was linked to state aligned standards and used to enhance lessons currently taught in classrooms.
- Launched 6-8th Grade Garden Science Rotations in Fall 2016 and continued in Spring 2017. This program was modelled after the Edible Schoolyard in Berkeley. The Garden Coordinator worked closely with 6-8th grade science teachers to link garden based lessons to state aligned standards and current classroom curriculum. Classes rotated into the School Garden once per week season, for a total of 15 classes this year. All middle school students learned about basic tool use, participated in completing meaningful garden jobs, fresh food tastings, and experiential science labs.
- Revived Kids Garden Programming in Summer 2016, and continued Summer 2017. Kids Garden was originally taught at a community garden at the Sacajawea Center. The program was successful but was going to be discontinued by the Sacajawea Center due to lack of volunteers to run the program, and shifting priorities. The School Garden successfully implemented this program at the School Garden on Friday mornings during the summer, as the program had been previously taught reaching over 20 children ages 4 to 10 years.

- Hosted an accredited Curriculum Retreat for teachers engaging over 15 teachers from our school district.
- Increased community awareness through increased use of social media and through a quarterly newsletter and other events
- Participated in facilitated strategic planning sessions and begun to restructure our project, committee and continued to develop a long term plan
- Formed a Wellness Committee, hired a F2S coordinator, and began our F2S procurement effort
- Developed and implemented several annual fundraisers, including the annual Pumpkin Patch fundraiser and the annual Mother's Day Plant Sale.

Community Context

Salmon, Idaho is a rural community that lies near the Montana border and on the edge of the Frank Church 'River of No Return' Wilderness Area, the second largest wilderness in the lower 48 states. The Salmon School district educates just over 1,000 students through its four school buildings, including an elementary school, middle school/ high school, alternative school and a small charter school. Our school district covers a large amount of geographical area, bussing students from as far as fifty miles from three different directions. Salmon School District educates approximately 800 students from a variety of financial backgrounds. Our school district is located in Lemhi County, which has an 18.8 – 32.1% poverty rate for children under the age of 18 (USDA Economic Research Service, 2013), 60.5% qualification for free and reduced lunch and ranks last in food security among Idaho counties.

Agriculture has always been a cornerstone of both Lemhi County's economy and culture. While there are agriculture classes offered at the high school, little "hands on" practice has been available across all grade level curricula. In the fall of 2014, an exploratory committee was created to begin investigating the possibility of a school garden for our district. The committee is composed of a current school board member, teachers, stakeholders and viable partners for a F2S program. Research began based around how the garden could be used by classes throughout the district, how the food could be used within our school food programs, and methods that could be used to keep the garden self sustained.

School Environment and Student Population

The Salmon School District is comprised of 4 schools. It includes Pioneer Elementary that serves kindergarten through fifth grade and Salmon Junior/Senior High serving grades sixth through 12th. It also includes the Alternative School and a small charter school. The district student population is about 800.

The Salmon School District is located in Salmon, Idaho and the county seat of Lemhi County. Lemhi County is an isolated section of the state located in Eastern Idaho. Residing near the central part of the state, Montana borders the county on the north and east sides while Idaho

and Valley counties border the west. Custer, Butte, and Clark counties are to the south. Lemhi County is 2,931,136 acres. The Forest Service, Bureau of Land Management and State of Idaho manage 92% of the land within the county. The Salmon and Lemhi Rivers flow through Lemhi County. Two state highways, 28 and 93 are the major routes in and out of the county. It is 206 miles to Idaho Falls, Idaho, 140 miles to Missoula, Montana, the two most frequently travelled to metropolitan areas for Lemhi County residents. It is 248 miles to the capital city of Boise.

According to the 2014 census' estimate Lemhi County's population is 7,726 which is 2.8% reduction since 2010. The city of Salmon is the county seat and has a population of 3,033 according to census estimates. The only other incorporated city is Leadore, 45 miles south of Salmon with a population of 90. May, Lemhi, Tendoy, Baker, North Fork, Shoup, Gibbonsville and Elk Bend are other communities in the county.

Lemhi County has 17.8% of its population between the ages of 5 and 18, and 26.4% over 65. A decrease in youth and increase in an aging population has been occurring for the past five years. Much of this is due to retirement relocation to Salmon and surrounding areas and families moving out of the area. There are 2,217 families in Lemhi County with 28.6% of them having children under the age of 18. The average family size is 2.91. There are 3, 275 households and 57.8% of those households are married couples while another 6.9% are single female parents. 32.30% of Lemhi County households are non-family units. 10.6% of families are below the poverty line with over 20% of the population in poverty. For youth under the age of 18, 25.7% are living in poverty, which is up since 2006 and ranks 3rd in Idaho for childhood poverty. Lemhi County has 90.3% of those over the age 25 with a high school diploma or higher. This compares to the state at 88.6%. The median family income is \$36,372 and 21.2% of the people are below the poverty level as compared to 15.1% for the state of Idaho. Lemhi County has 8.4% of adults unemployed and 40.3% are self employed. Only 17.9% of the county has a bachelor's or higher degree and 17.5% have not received their high school diploma.

Explanation of the need for the project

Research has demonstrated that nutrition is an essential building block for student success. Healthy, active, and well-nourished children are more likely to attend school and are more prepared and motivated to learn. While the primary responsibility of schools is to foster academic achievement, schools have an exceptional opportunity to guide children toward healthier lifestyles and improved quality of life. By creating a healthy nutrition environment through a dynamic setting such as a school garden, a school can foster transformations in student health behaviors, attitudes and even academic performance. Research evidence is strong, demonstrating that children who plant and harvest their own fruits and vegetables are more likely to eat them. Students who participate in school garden projects discover fresh food, make healthier food choices, and are physically active. Students who participate in school gardens as part of integrated curriculum tend to increase in academic performance.

The concept of linking schools with local farmers to provide fresher, tastier, healthier school meals is known as Farm to School and is considered a part of a healthy school environment. Farm to School programs connect schools with local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities, and supporting local small farmers. The Idaho Farm to School Program works towards having Idaho-grown food served to students in Idaho Child Nutrition Programs. Child Nutrition Programs are buying fresh food directly from local farmers as a way of improving the quality and taste of their meals. Schools participating in Farm to School have seen an increase in Fruit and Vegetable consumption between 25%-84%. Schools on average see a 9% increase in school meal participation with the implementation of a Farm to School program. Schools participating in Farm to School often see an increase in teacher, administrator, and parental support of school meals.

When fresh, farm-direct, seasonal food is included in school lunch programs, both children and farmers benefit. Combining healthy school lunch choices with nutrition education, farm visits, school gardens, and cooking projects in the classroom gives children a better opportunity to develop healthy eating habits that last a lifetime.

Program Context

The School Garden Committee set out to teach youth how to raise food and cook food and to also introduce them to new foods. This was accomplished with a variety of programs including school garden classroom, kitchen classroom and tastings.

Students are accepting and applying what they have learned as indicated by the number of students returning to the garden on Thursdays after school to see what produce is available for them to take home. The science classes have broadened their focus to include “kitchen” science and horticulture science into their curriculum.

The summer “Kids Garden” program has moved from the Sacajawea Center to the School Garden and is being organized by the school garden manager.

Students across our district are beginning to embrace the new culture of health and wellness, and we are seeing increased acceptance levels among staff and parents, as well.

Child Nutrition Programs and Policy Context

The Salmon School District operates the following: The National School Lunch Program, the School Breakfast Program, the Fresh Fruit and Vegetable Program, and partners with the Lemhi Afterschool Promise program.

District policy: Currently, the Wellness Committee within the District has drafted and adopted a Wellness Policy that encourages (but does not require) the use of local, fresh and from-scratch menu options within the Salmon School District.

Federal Policies:

- The USDA regulations are encouraging increased consumption of fresh fruit and vegetables and more whole grains
- USDA's Smart Snacks in Schools policy
- Fresh Fruit and Vegetable program

Long Term Vision

The Salmon School Garden Project exists to develop a school-based garden and corresponding Farm-to-School program fully integrated into the Salmon School District long-term learning environment. This project will produce more than vegetables. It will produce a working, small scale sustainable garden within the Salmon School District. It will grow an integrated, multi-school educational program and as a result, have tremendous impact on the quality of life of students and their families, faculty and staff, and the broader Salmon community.

Near Term Goals and Objectives

The near-term goals and objectives is to focus the SSGP as an "educational" garden with the following near term goals and objectives for the 2017/2018 school year:

Goals:

- Increase education about the process of growing and cooking food, food systems, culture and nutrition
- Increase student and community access to healthy, local food options
- Continue to develop project vision, short and long term goals, committee structure and communication

Objectives:

Programs/Services

- Increase production scale via new Greenhouse
- Evaluate what we grow and why to determine crop production for 2018 through 2019
- Reduce class offerings to five Community summer classes, 16 classes in classrooms and 1 series of 5 kitchen classes
- Reorganize staff time to meet objectives

Infrastructure/Support Systems

- Develop long-term site plan (including electricity and water)
 - **Land Purchase** - worked with Lemhi Regional Land Trust to secure long term purchase and ownership of SSGP garden. This was accomplished in June of 2017 and provides a level of permanence and continuity to this project that was not available prior while leasing the property. The partnership between the SSGP and the Land Trust will open the doors to community involvement,

organizational support, fiscal opportunities and other resources in the coming years.

- **Water** - There are no water rights clearly associated with the property. There are a number of domestic water rights. Representative from Idaho Department of Water Resources conducted an onsite inspection of the property, and located a 3” pipe coming out of the ground, but no distinct wellhead. There is a disconnected pump control box on the ground near the pipe. There does not appear to be connected electrical power at this time. The wellhead is likely buried, with a submersible pump installed. We have been advised that a certified pump service contractor be hired to inspect the well and any installed pumping equipment. Water from this well may not be safe for drinking but should be suitable for irrigation.
 - **Electricity** - Currently using from the High School, recommend a contractor be hired to do site visit and determine best ways to pull power to the site.
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- Establish information management system and person that: tracks volunteer needs, tracks expenses and revenues and develops budget, and assists with coordination of communication activities
 - Maintain grant funding
 - Enhance and ensure plant sales event and pumpkin patch sales generate additional revenue as well as one new fundraising strategy.
 - Develop a dedicated volunteer coordinator position

Farm to School Goals & Objectives Worksheet

Tip: Be optimistic but reasonable, keeping both strengths and constraints in mind.

Goal	Objectives	Strategies for Achieving	Outcomes/Status
<p>Increase education about the process of growing and cooking food, food systems, culture and nutrition</p>	<p>Objective 1: Hire Full time coordinator for the F2S program and school garden</p> <p>Objective 2: Integrate garden and cooking based education into current K-12 curriculum using the Edible Schoolyard as a model</p> <p>Objective 3: Develop the School Garden into a Garden Classroom that facilitates student learning and</p>	<ul style="list-style-type: none"> ● SSGP committee and school administration will hire a full time garden coordinator ● Garden coordinator will work closely with teachers to develop and integrate curriculum ● Garden coordinator will work with community partners to develop a summer program 	<p>Objective 1: Complete- Full time coordinator hired Target date: 12/2015 Completed: 2/2016</p> <p>Objective 2: Complete - Many garden and kitchen based lessons were taught in both the elementary and jr./sr. High school in the 2016/17 year (see programmatic reach table). The School Garden acted as an educational tool for a wide variety of lessons and subjects</p> <p>Objective 3: Complete -</p>

	<p>supports teachers</p> <p>Objective 4: Develop and conduct summer garden programming for students and community members</p>		<p>The Garden Coordinator worked with the SSGP committee and community members to develop infrastructures that support teaching and learning in the garden</p> <p>Objective 4: Complete - Garden Coordinator worked with the Sacajawea Center to continue a successful Kids Garden Program in 2016 and continuing 2017 summer</p> <p>Target date: 4/2016 Completed: 3/2016</p>
<p>Increase student and community access to healthy, local food options</p>	<p>Objective 1: Form a school Wellness Committee</p> <p>Objective 2: Develop wellness goals for Salmon School Districts</p> <p>Objective 3: Work with school food service staff to procure resources for including local foods in school food programs</p>	<ul style="list-style-type: none"> • The SSGP will recruit school administration, teachers, parents, health professionals and other community members to form the Wellness Committee • The wellness committee, school administration and food service will work together to set wellness goals • Wellness Committee will work with food service staff to identify F2S challenges and possible solutions • Align F2S program with wellness goals and the school district's educational goals • Wellness committee and food service professional will realign school budget to include local foods • Host Tasting Events for students • Student Harvest Days • Partner to hire a F2S coordinator through SVS and the Americorps Vista program 	<p>Objective 1: Complete - The Wellness Committee formed in January 2016 and included a former food services professional, Kim Browne, school principal Jenny McKenna, community member and local foods vista, Marii Joekalda, school board member, Candace Burns, local natural foods store owner, Kate Curet,</p> <p>Target Date: 1/2016 Completed:</p> <p>Objective 2: On-Going - The wellness committee reviewed school policy on wellness and</p> <p>Target Date: 2/2016 Completed:</p> <p>Objective 3: On-Going - Procurement is our largest hurdle. Food service staff time is limited, and at the time the Wellness Committee formed, the food service director was about to retire in addition to another staff member leaving. With this turn-over, we had to suspend efforts as the new FSD came on board. In light of challenges with school lunch procurement, the garden coordinator and teachers participating in SSGP hosted fresh</p>

			<p>food tastings in the garden and classrooms. Our group partnered to hire a Vista to further our F2S efforts resulting in more tastings in classrooms and the cafeteria, and some local options being offered in school lunch and as part of the Fresh Fruit and Veggie Program.</p>
<p>Continue to develop project vision, short and long term goals, committee structure and communication</p>	<p>Objective 1: Participate as a team in action planning and visioning</p> <p>Objective 2: Develop and publish complete F2S Action Plan</p>	<ul style="list-style-type: none"> • Seek outside facilitation • Schedule several sessions • Work as a team to complete the F2S plan 	<p>Objective 1: On-Going - As a team we have completed 2 facilitated action planning sessions. We will continue with this process and update our plan accordingly.</p> <p>Objective 2: Complete - The SSGP worked collectively on our F2S Action Plan Draft. A sub committee worked from the draft to complete our plan. Target Date: 8/2016 Complete: 6/2017</p>

Sample Only

Local Foods Procurement

Context

According to the USDA Census Tract and Food Access Research Atlas (March 2015), Lemhi County qualifies as a food desert. The two factors that determine this label are low access to a large grocery store and a poverty rate of 20% or greater. Because of this designation the SSGP has two primary goals for an F2S program: education and bringing fresh, local foods to students and community.

Background and Progress to Date

This has been the biggest challenge for the Salmon School District and the SSGP, due to funding constraints, limited staff time, limited available training and funding for training, and some limited kitchen resources. The SSGP is currently working with the District and the Foods Services Director to slowly implement scratch cooking monthly objectives, develop funding sources for staff training, as provide garden produce for school lunch menu items when available and appropriate. The process is slow, but the SSGP feels that headway is being made.

At the beginning of the 2016-2017 school year, the district hired a new Food Service Director, The job description included language requiring her to implement our Farm to School objectives, which she has embraced. She has implemented scratch cooking, dramatically increased the use of fresh, unprocessed foods, and experimented with USDA-approved recipes that include fresh fruits and vegetables, including local lettuce, apples, winter squash, potatoes and onions. In addition, she has regularly included regional produce offered weekly by Food Service.

The SSGP has also been coordinating curriculum efforts towards an increased nutritional component in two existing culinary classes.

Throughout the school year, the SSGP has hosted various taste tests at the Jr./Sr. High school cafeteria during lunch. These taste tests included a potato and squash side dish, harvested directly from the school garden. Other sampled produce included a variety of local apples, lettuce, peppers, and kale. Feedback was collected by allowing the students to rate each food item and provide their opinions and any advice and/or recommendations for serving that

particular food item in their lunch. Impressively optimistic responses from the students regarding the fresh food taste testings were observed.

Goal	Objectives	Strategies	Outcomes
<p>Increase School buy-in of Farm to School Initiatives</p>	<p>Objective 1: Work closely with School Administration and Food Service staff to identify procurement challenges and work toward solutions</p>	<p>1.1 Work closely with the school administration to rewrite the job description for the FSD to include F2S language and directives</p> <p>1.2 Work closely with Food Service Staff to determine challenges and barriers to scratch cooking</p> <p>1.3 Work closely with the Food Service Director to identify currently served local foods and locally offered produce through current vendors</p>	<ul style="list-style-type: none"> • FSD job description was edited to include Farm to School objectives and duties • New FSD supports Farm to School and has been working with SSGP to identify challenges facing kitchen staff including staff time, equipment, and training • FSD purchases more regionally sourced foods as offered through Food Service of America
	<p>Objective 2: Promote Farm to School, healthy school food culture and student wellness.</p>	<p>2.1 Form Wellness Team to spearhead school wellness goals and outreach</p> <p>2.2 Host the annual Teacher's Welcome Back Breakfast</p> <p>2.3 National Farm to School Month Participation</p>	<ul style="list-style-type: none"> • Wellness Committee formed. • Annual Teacher's Welcome Back Breakfast developed and implemented on regular basis • Participation in National F2S Month in 2016 and 2017.
	<p>Objective 3: Work with teachers to integrate garden and cooking classes to educate students and staff</p>	<p>3.1 Engage K-4 classes in garden based classroom projects and field trips</p> <p>3.2 Elementary School Kitchen Pilot Project</p> <p>3.3 Engage Middle School students in garden classroom rotations with kitchen elements included</p> <p>3.4 Support teachers currently implementing garden and cooking curricula</p> <p>3.5 Expose students to new foods in the garden and kitchen classrooms</p>	<ul style="list-style-type: none"> • Objective 3 completed and on-going for improvement of strategies and activities.

		through tastings	
Increase food access for students and their families (community)	Objective 1: Work with Food Service staff to offer local and scratch cooked foods in school lunch	<p>1.1 Work with local partner to hire a local foods Vista, who will work with food service staff and the SSGP on F2S objectives</p> <p>1.2 Garden coordinator to collaborate with Vista and FSD to serve school garden produce</p>	<ul style="list-style-type: none"> • Food service staff has experimented with new scratch cooked recipes with support from SSGP and wellness committee • Food Service Staff accepts fresh cut lettuce from the school garden. They also have served School Garden potato and squash hash, and Pioneer Pumpkin Bars made with real pumpkin grown by 5th grade • F2S coordinator identified a list of local producers and potential partners
	Objective 2: Partner with the School District to participate in the Fresh Fruit and Veggie Program	2.1 Farm to School Vista will work with the FSD to implement the DoD Fresh Fruit and Veggie program	<ul style="list-style-type: none"> • Fresh, healthy snacks were served.... • Local apples were purchased and served as part of this program in October 2016
	Objective 3: Include tastings as part of SSGP kitchen and garden classroom activities	<p>3.1 Tastings at the end of every other class in weekly rotations for Middle School 6-8th grade</p> <p>3.2 Kitchen classroom and Kitchen pilot classes will eat what they prepared together</p>	<ul style="list-style-type: none"> • All students participating in SSGP programming experienced fresh food tastings and snacks
	Objective 4: Utilize school garden produce increase access for students and community	<p>4.1 Work with Food Service Staff to include School Garden produce in menu offerings</p> <p>4.2 Provide garden produce to teachers for tastings and cooking classes being offered outside SSGP programming</p> <p>4.3 Utilize garden produce in SSGP program tastings and kitchen classes</p> <p>4.4 Addition produce will be harvested and taken</p>	<ul style="list-style-type: none"> • Food Service Staff accepted fresh cut lettuce from the school garden. They also served School Garden potato and squash hash, and Pioneer Pumpkin Bars made with real pumpkin grown by 5th grade • Food service director and garden coordinator have identified vegetables to be grow by the school garden specifically for school

		<p>home by students on Student Harvest Days</p> <p>4.5 Host Family Night Outs that engage students and parents in eating a healthy meal together</p>	<p>lunch for fall 2017</p> <ul style="list-style-type: none"> ● School garden produce was used in most of the tastings for 6-8th grade science rotations ● School garden produce was used in Science Hacks 101, Food Science and in Botany lessons and tastings (all high school electives) ● Student Harvest Days held in the fall sent home an estimated 1500 lbs of food home with students ● 2 Family Night Out Events have been hosted
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Long Term Vision

Realistically we would like to have a system in place that allows us to consistently purchase up to 50% local seasonal produce. The system needs to be easily maintained and user friendly.

Near Term Goals and Objectives

The Salmon School District began slowly implementing a local procurement system in September 2015. We have been experimenting with seasonal produce through taste test events in the School Garden, the school cafeteria and garden and kitchen classroom modules. As we progress and discover what seasonal produce is popular, we will expand our selection. Our goal is to serve local produce five days a week at lunch and 2 days a week at breakfast.

Some near objectives include:

- Food Service Staff training
- Menu development
- Developing local producers offerings list and timeline
- Strengthening relationships between FSD and local producers
- Addressing processing and time constraints on food service staff
- Salad Bar Pilot

Some examples of the foods we plan to begin serving in the 2017-2018 school year are:

- Apples
- Carrots
- Beets

- Lentils and dry beans
- Lettuce and other greens
- Tomatoes
- Sweet Peppers
- Berries – raspberries
- Potatoes – russet, red, fingerling, yukon

Definition of “local” and “regional”

Salmon School District defines local within 100 miles and regional within 400 miles, which includes Montana (just 45 miles away and Utah as well as some parts of Wyoming and Washington. Our primary allegiance is to Idaho, which helps to sustain our state and local economy. Although we consider the entire state of Idaho to be local, we put emphasis on sourcing local products near Lemhi county when possible.

Growing seasons and crop availability varies year to year due to microclimates in the state. Idaho also offers over two-hundred fifty establishments that produce a variety of organic crops including vegetables, meats, milk, and eggs, as well as non-food crops such as barley and hay.

The following products are predominant in the state of Idaho:

- Apples
- Beans
- Berries
- Corn
- Grains
- Fresh herbs
- Dairy
- Greens
- Meat and fish
- Onions
- Potatoes
- Winter squash

Sourcing and Procurement

Salmon School District currently has a contract with Food Services of America and the Fresh Fruit and Vegetable Program. Food Services of America offers our district Idaho Preferred Produce on a weekly basis, excluding seasonal periods. Our Food Service Director and Garden Coordinator have collaborated this spring to plant and grow produce in our school garden to be incorporated in the school lunch for the 2017-2018 school year.

Mechanisms for Local Sourcing

- By including local sourcing in our solicitation for a distributor or food service management company.
- Through DoD Fresh Fruits & Vegetable program
- By applying a geographic preference

Delivery, processing and storage

Local foods are delivered directly to our district's school kitchens.

KEY PLAYERS

- Mary Anderson, Food Service Director
- Candace Burns, SSGP Council Member, School Board Member
- Ashley Lohmeyer, School Garden Coordinator
- Jessica McAleese, Farmer Mentor
- Wellness Team Leader
- Farm to School Coordinator/Lead Volunteer

Additional Key players include: Food Services of America, Fresh Fruit and Vegetable Program, Tower Creek Gardens, Rogers Farm Stand, and Paul Werner Orchards

Menu Planning

Background and Progress to Date

Our Food Services Director will continue to develop new from-scratch student-accepted recipes that include more opportunities to use local food based on seasonal availability. Initial plans for produce include:

September - cherry tomatoes, head lettuce, peppers, cucumbers, melons, apples, corn

October/November - cabbage, peppers, potatoes, carrots, apples, tomatoes, kale

April/May - lettuce, greens, rhubarb, spinach

A Healthy Choice salad bar will be gradually implemented.

Menu and Recipe Development

Our District currently uses a four week cycle menu for main entrée items with options to incorporate and substitute local produce as needed and/or available.

We currently serve carrots, apples, peppers, and red potatoes, all of which can be locally procured in abundance throughout the year. We plan on modifying our current menu to incorporate more local ingredients.

Budgeting and Forecasting

Our School District is on an extremely tight and limited budget. As a result, we have gone through the growing pains and are not anticipating an increase in staff hours to prepare locally procured produce. The products we plan on purchasing will not be more expensive than what we already purchase. We plan on holding regular taste tests and they will not affect our department budget.

We are in the process of developing a better plan to be able to work with local distributor(s), local farmers and the SSGP for produce each season. This is still in the development phase. Our interest in certain products is driven by not only student interest level, but also by seasonal availability and USDA regulations.

Service and Promotion

Our best promotion of fresh foods is through student involvement in the school garden. Where else can you find middle school boys and girls eating peppers like they're apples, exclaiming over the beauty of the different varieties of kale, or preparing (and liking) Coconut Pumpkin Curry with garden pumpkins?

Our hand-written menu board highlights scratch meals as well as local foods and growers (including the school garden). Printed menus posted in the hallway and on the school website, contain the same highlights. Students and staff quickly learned to look for the highlights. In addition, student artists highlighted healthy choices by painting a vibrant "food" mural on the lunch room wall. The SSGP facebook page reaches out into the community, promoting fresh, local food at school.

Family Night Out - For 2 years educator Katie Cooper has partnered with the Salmon School Garden Project to host a Family Night Out. Students in her Food Science class learn basic nutrition knowledge, including how to write recipes and plan for one week of healthy meals. These healthy recipes are then compiled into a cookbook that is published for the students and their families. During the night of the event, students cook these meals for their families. It is a great experience for students to gain cooking skills and appreciate spending time as a family around the dinner table.

National Farm To School Month - School wide local apple offerings - in the elementary as part of the fruit and vegetable program, as a tasting in the Jr./Sr. High

Assessment and Adjustment

When our FSD tries new recipes, she or another staff person asks students how they like the recipe and, more importantly, checks the garbage to see how students like the recipe. Based on those findings, and on participation numbers, our FSD has modified and will continue to modify the menu and recipes. Organized taste tests, run by volunteers and staff, solicit immediate feedback from students.

Food Safety

Background and Progress to Date

Every staff member in the nutrition services department of Salmon School District follows appropriate food safety measures and safe food handling in the school kitchen environment. Included safety, sanitation, knife skills, handling raw proteins, handling produce, and overall food service safety standards.

State and Local Health Requirements

We are in compliance with all local and federal laws. There are no laws currently in place that will hinder the advancement of our F2S program.

Food Safety In the Kitchen

We do not anticipate any changes. We will continue to improve and update our SOPs as needed.

Salmon School District has the required equipment needed for a scratch cooking program. While somewhat limited, we have the proper amount of cold storage and the proper equipment to safely transport any foods needed.

Training

Our staff needs further training and support to build knowledge and understanding of the techniques required to implement a robust F2S program. We will continue to work towards supporting their training and refresh our knowledge on a continual basis.

Food Safety In the School Garden

Produce currently served in the school kitchen from the garden are fresh cut and prepared by kitchen staff. The kitchen staff follows state and federal guidelines in the preparation of the produce. Currently garden produce is harvested by students and volunteers to be eaten on site, taken home, or to the cafeteria. They wash hands and use clean plastic containers and tools for harvesting. The water is from a municipal, treated water source. In accordance with GAP guidelines manure is composted before use and providers vetted for best practice.

Room for improvement is not limited to but includes: closer hand washing stations, more consistent use of harvesting gloves, sinks for washing tools/containers, and better air drying racks

As our garden grows, we will use the GAPs food safety assessment tools to assess our practices and determine areas of improvement.

Food Safety on the Farm and During Transport

We are currently relying on produce house standards to ensure food safety. This area needs to be well researched and developed more fully in terms of District Policy and Procedures. We will also visit the farms to build relationships with the farmers and conduct spot audits.

Delivery, Processing, and Storage

Local foods are delivered directly to all kitchens. We process our own produce or purchase them already processed from the distributor. Our storage needs have not changed using local produce

Training, Liability and Traceability

Training and staff development is currently being developed as additional funding is acquired. The District requires food vendors/distributors to carry liability insurance and follow industry standards for traceability. However, this area needs to be more developed more fully in terms of District Policy and Procedures.

Resources

GAP: <https://gaps.cornell.edu/educational-materials/food-safety-begins-farm>,
<http://healthandwelfare.idaho.gov/Health/FoodProtection/IdahoFoodSafetyManual/tabid/764/Default.aspx>

Promotion & Outreach

Background and Progress to Date

In the 2016-2017 year the SSGP has employed many strategies to promote our program and increase engagement. Our community is extremely tight knit and engaged. A primary goal of our Farm to School program is to expose our students to new fruits and vegetables and change the way they think about food and how it grows. Students and parents serve as a primary vehicle for promoting Farm to School efforts to their peers and the greater community. Several Farm to School events take place throughout the school year that are designed to educate, engage and excite students, staff and families about our program. Events include weekly Garden and Kitchen classroom activities in the School Garden (including weekly tastings), Harvest of the Month tasting events, and a developing Student Chef program at our middle/senior high school.

A full and strategic Promotion and Outreach plan is currently being developed as part of our Strategic Action Planning this year, 2017. However, below is a current list of our engagement goals, along with strategies and outcomes.

Outreach and Promotion Objectives

Objective 1: Increase steering committee communication and engagement

Strategies

- Google Applications - google drive group folder, shared google calendar
- Weekly Updates and Action plans - staff shared updates and action plans in weekly communications
- Trello

Next Steps - exploring a messaging and media share communication system such as basecamp or slack to simplify and reduce email communications

Objective 2: Increase community awareness of the Salmon School Garden Project and its mission

Strategies:

- Increased social media presence through Facebook
- Quarterly Newsletter -
- In person contact with community members through club meetings, garden tours, events, and other outreach
- Increased radio and newspaper presence
- Cultivate community partnerships

Objective 3: Engage Volunteers

Strategies:

- Spring Volunteer Event
- Student Volunteers
 - School Bulletin Announcements
 - School Wide Community Service Requirement
 - Captured audience - students from class have volunteered during summer and after school
 - Teacher incentives
- Volunteer Coordination and Outreach
 - Group effort - through media and personal relationships we have recruited many volunteers
 - Develop a Google Form survey for the community regarding volunteer opportunities for the SSGP. The survey describes in-depth details for various volunteer positions and allows volunteer information to be collected from our facebook page

Objective 4: Engage and support teachers

Strategies:

- Curriculum Retreat
- Curriculum Development Support
- Garden Teacher Support
- Classroom resources (curriculum, earthboxes, light stands)

Objective 5: Engage Families

Strategies:

- Family Night Outs
- Spring Volunteer Day
- Events - Movie Nights, Plant Sale, Pumpkin Patch Sale
- Engage and excite students

Objective 6: Engage Students

Strategies:

- Offer opportunities to be part of the garden program and cultivate pride in the garden as a school space

Education & Curriculum Integration

Background and Progress to Date

Edible education creates a whole child, a whole school and a whole community approach to learning in the kitchen, garden, the lunchroom, and the classroom. As a subject, food is remarkably multi-disciplinary, drawing on everything from economics and agronomy to sociology, science, math, anthropology, and the arts (and everything in between). Students participate in cultivating, harvesting, and preparing foods—all as an integral part of the academic school curriculum. Research is now showing that edible education has significant positive effects on a wide range of student and community factors, including academic performance, fruit/vegetable consumption, student behavior, knowledge and satisfaction, attendance and much more.

We are developing our program based on the Edible Schoolyard model. The SSGP has three core components:

- **Garden Classroom**
 - The garden classroom has been a part of every grade level K-12 with differing degrees of complicity, but the main focus has been grades 6-12. 6th, 7th and 8th grade classes have all completed garden classroom rotations during the past year, and students 9th-12th grade in Food Science, Greenhouse Management, Botany and Intro to Agriculture have all had multiple experiences in the garden.
- **Kitchen Classroom**
 - The kitchen classroom is in its early stages of development, but will eventually be available to every grade level K-12. Curriculum is developed and designed to scaffold throughout grade levels, building skills and mastery in each grade to help students learn to safely and independently select, prepare, and eat healthy food from the kitchen. This includes knife skills, food safety skills and more.
- **School Lunch Program**
 - The School Lunch Program is still being developed to offer a fully supported (and funded) whole foods, from-scratch cooking environment to staff, teachers and students. The School Lunch Program will eventually offer weekly menu options made from scratch and featuring local and school garden produce when available. In addition, a Student Chef program will partner with the School Lunch Program staff to offer commercial kitchen training and experience to students.

Curriculum Resources:

- The Edible Schoolyard
- Ag in the Classroom
- Junior Master Gardeners

- Earthbox Elementary and High School Curriculum
- “Do the Rot Thing” Composting Curriculum

Programmatic Reach

1st Grade	<ul style="list-style-type: none"> • Feb 2017 - Earthbox Lesson - 3 States of Matter <ul style="list-style-type: none"> ◦ 2 of 3 classes participating ◦ Teacher and GC collaboration ◦ Plants need all three states of matter to grow • Ag Week - Partner with U of I to reach all first grade with an agriculture related activity March 20-25 <ul style="list-style-type: none"> ◦ Currently collaborating with teachers • May field trip - Mrs. Born’s class - tour of garden - teacher had a what happened first, in the middle and at the end worksheet
2nd Grade	<ul style="list-style-type: none"> • Spring 2017 Pollinator Lesson - Growing Pollinator Flowers <ul style="list-style-type: none"> ◦ All 3 classes participating ◦ Teacher and GC collaboration ◦ 2nd Grade curriculum focuses on pollinators and will be growing them in class to plant out in the pollinator garden bed this spring ◦ Also, potential to talk about Thomas Jefferson’s flowers - May link to him and his study of the natural world (presidential history is also part of their curriculum) ◦ All three classes came in May to plant out their flowers and take a garden tour
3rd Grade	<ul style="list-style-type: none"> • Spring 2017 Flowers for Mom Project - Growing Calendula for Mother’s Day <ul style="list-style-type: none"> ◦ 1 of 3 classes participating ◦ Teacher identified interest in project ◦ Grew flowers in class and potted one up for Mom the week of Mother’s Day ◦ Planted left over flowers grown in class in the Pumpkin Patch
4th Grade	<p>Teachers already teach an Idaho Wheat unit where they cook pretzels during Ag Week.</p> <ul style="list-style-type: none"> ◦ Teacher and GC collaboration to further support the Idaho Wheat unit with a hands on garden lesson ◦ Teacher and GC collaboration to further explore habitats and garden connections
5th Grade	<ul style="list-style-type: none"> • 2015 Pumpkin Patch • Spring 2016 - Nourish Curriculum <ul style="list-style-type: none"> ◦ 2 of 2 classes participated ◦ Taught 7 weeks of Nourish curriculum and included 3 tastings • Spring 2016 - Pumpkin Patch <ul style="list-style-type: none"> ◦ Assisted in building lasagna beds and planting pumpkins ◦ Taught about lasagna beds and pumpkin plants ◦ Supported with tools from the larger garden and with high school students from Ag class • Spring 2017 - Pumpkin Patch <ul style="list-style-type: none"> ◦ Led by Candace and Jane without GC; successfully built new beds, grew and planted out pumpkins
6-8th Grade	<ul style="list-style-type: none"> • Fall 2016 - Science Rotations <ul style="list-style-type: none"> ◦ All middle school classes rotated into the garden for 6-7 weeks.

	<ul style="list-style-type: none"> ○ Teacher's helped identify content standards ○ Used ESY garden standards and techniques ● Spring 2017 - Science Rotations Continued <ul style="list-style-type: none"> ○ All middle school classes will rotate into the garden for 6-8 weeks ○ Content standards and overall objective for each grade has been identified ○ Students will help with real jobs (ESY model) as well as hone scientific skills ○ Working to incorporate new school "Competencies" and "The 7 Habits"
<p>Garden STEM (Middle School - year long elective)</p>	<ul style="list-style-type: none"> ● Fall 2017 <ul style="list-style-type: none"> ○ Earthbox High School curriculum adapted to Middle School ○ To satisfy STEM we designed and built our own as well as used Earthboxes ○ GC lead Earthbox experiments 1 time a week starting October and ending January ● Spring 2017 <ul style="list-style-type: none"> ○ Pollinator Project - building milk jug greenhouses to germinate native pollinator plants. Pollination and pollinator lessons have been taught alongside ○ Students will plant sunflowers in the hoop house ○ Students will assist with garden maintenance and planting (pollinator patch, hoophouse)
<p>Food Science & Greenhouse Management (High School - year long elective)</p>	<ul style="list-style-type: none"> ● Spring and Fall 2016 <ul style="list-style-type: none"> ○ Mrs. Cooper and GC collaborated to have her class involved in garden maintenance, building raised beds etc., growing starts and a couple kitchen activities ● Spring 2017 <ul style="list-style-type: none"> ○ Greenhouse management will be responsible for growing flowers and herbs for the garden as well as layout of the colonial herb bed, hoophouse sections, and pollinator patches ○ GC will lead some lessons - teacher collaboration high - Mrs. Cooper will lead much of this and integrate into her current curriculum ○ Will assist in the general care of all the plant starts in the greenhouse including plant sale items ○ 1 time a week for GC taught lessons
<p>Botany (High School - Spring Semester only)</p>	<ul style="list-style-type: none"> ● Spring 2016 <ul style="list-style-type: none"> ○ Collaborated with Mrs. Lewis to provide hands on activities for Botany. ○ Botany students planted all of the plants for plant sale, and most of the starts for the garden. They also assisted in constructing raised beds and general garden maintenance. ○ 1-2 times a week for GC taught lessons beginning in March 2016 ● Spring 2017 <ul style="list-style-type: none"> ○ Collaborating with Mrs. Lewis to provide hands on activities for Botany ○ Growing Hot Pepper starts for plant sale and High Tunnel ○ Planning and planting for "The Ring" - Brassica and companions - High teacher collaboration. Mrs. Lewis will assist and relate it to her own curriculum ○ 1 time a week for GC taught lessons

<p>Lemhi After School Promise</p>	<ul style="list-style-type: none"> ● Fall 2016 <ul style="list-style-type: none"> ○ Collaborated with LASP to do a STEAM activity 1 time a week for 5 weeks ○ GC designed and taught lessons
<p>Kids Garden Program</p>	<ul style="list-style-type: none"> ● Summer 2016 <ul style="list-style-type: none"> ○ Successful community program taught previously at the Sac Center Community Garden ○ SSGP partnered to continue to provide this class ○ Fridays for 10-11 weeks during the summer, free ○ Ages 4-12 ○ 8-27 Children in attendance each week ○ GC designed and taught lessons ○ Partnered with LASP for lunch services ● Summer 2017 <ul style="list-style-type: none"> ○ Fridays for the month of June ○ Shortening duration of class and duration of time offered (attendance slowed July and August of 2016) ○ Add minimal participation fee of \$5 ○ Continue partnership with LASP for lunch
<p>Kitchen Classroom and other culinary activities</p>	<ul style="list-style-type: none"> ● Kitchen Classroom Module, Elementary Pilot program (2017): 3rd-5th grade, 5 week program. ● 6-8th Grade Cooking Classes: <ul style="list-style-type: none"> ○ Food Science ○ Science Hacks 101 ● FIELD TRIPS <ul style="list-style-type: none"> ○ Mrs. Born's 1st Grade Field Trip ○ 2nd Grade Pollinator Plant Out Field Trips (3) ○ 3rd Grade Pumpkin Patch Flower Planting Field Trip ● AFTER SCHOOL AND SUMMER ACTIVITIES <ul style="list-style-type: none"> ○ Kids Garden Summer Program ○ Lemhi After School Promise

Evaluation

Background and Progress to Date

To evaluate programmatic outcomes we have tracked classroom participation, student volunteers, student knowledge through traditional means such as tests, worksheets, assignments. There have also been informal student surveys of garden class, and for tastings.

Throughout this phase, our project has seen dramatic growth. Formal action planning with a facilitator has acted as a good evaluation tool for the SSGP. Action planning has helped to set meaningful and achievable goals, consider and evaluate our progress in different areas and identify areas that need work. As a group, we reviewed our programs and services as well as the amount of staff time we had available. We realized we needed to scale back some of our education efforts, and restructure staff time to support other areas. This helped us evaluate and identify needed volunteer staff and job areas. This process has helped us to know where to go next, and what adjustments to make for next year. We then reviewed our main objectives and set short term objectives for this year.

Evaluation of the Salmon School Garden Program effectiveness was measured on the student level as well, by the outcomes achieved using the designed curricula for a variety of courses. These courses included 6th through 8th grade sciences, botany and greenhouse management.

Formative assessments were measured by using:

- Qualitative data collection: composting, plant growth, and germination rates
- Data interpretation: graphing and inferential journaling
- Bell activity and Exit ticketing: before and after activity questioning

Summative assessments included:

- Designing a garden beds based on research of partner plants
- Semester end journaling projects that tied together the variety of labs and research

Mastery skills gained:

- Plant identification
- Transplanting and potting up

These assessments allowed the teachers to evaluate the use of the school garden to teach key science principles such as the carbon cycle, plant life, photosynthesis, decomposition, dichotomous key usage and autotrophic versus heterotrophic organisms.

Student Outcomes

- Over half the student population was engaged by the SSGP in 2016-2017 year mostly elementary and middle school participation
- 5th grade

- Middle school students showed increased knowledge of garden tools and their use, gardening practices, decomposition, germination and pollination, communities
- Increased access to healthy local foods through tastings, cooking classes, family night out and student harvest days

Next Steps:

Program evaluation is currently being developed and explored as part of our comprehensive Strategic Action Planning this year, 2017.

Sample Only

Program Sustainability

Background and Progress to Date

Since our inception in 2014, the SSGP has accomplished so much in a short amount of time. Over the years, the SSGP has intentionally focused on coordination and capacity building. By funding program coordination and supporting long-term strategic planning, this project seeks to provide a foundation in which we can sustainably carry on the work into the years to come. Much of the major garden infrastructure has been funded, donated and/or developed into the garden landscape. The long term ownership of the garden land has recently been acquired by an exciting partnership with the Lemhi Regional Land Trust. Sustaining the coordination element to the SSGP, however, is more difficult and yet we are confident that with effective strategic planning, we will be able to sustain a paid, part time coordinator position through a diverse financial strategy.

It is important that the SSGP becomes a program that is district supported, community supported and self-supported. Part of this effort is identifying community support and partnerships that will fill the funding gaps inherent in any young project. We are working hard to develop strategic, comprehensive and diverse levels of support and feel that we are well on our way towards long-term project sustainability. We are confident that a sustainable future for the SSGP incorporates a financial strategy that relies on social enterprise and SSGP major annual fundraising events, district support, community donations, in-kind support and a small percentage of annual corporate/foundation funding. Building a resilient program is not easy, but we are poised to accomplish this objective.

Next Steps

- Evaluate other potential partnerships, and identify areas we could use the support of a community partner
- Explore a messaging and media share communication system such as basecamp or slack to simplify and reduce email communications
- Identify offerings from local vendors and create seasonal list
- Establish relationship with local farmers/vendor and connect to the school

We are currently developing a comprehensive Financial Action Plan, as part of this year's Strategic Planning (2017).

Institutional Support

Institutional support for this project comes from the in-kind efforts from:

- The Salmon School District (book-keeping, teacher support, school board support, etc..)

- Lemhi Regional Land Trust (land ownership and program partnership)

Grants

We will continue to seek grant funding to help support our future farm to school efforts that will include school garden development, curriculum development, equipment needs and support for ongoing events. Grants we will pursue include, but are not limited to:

- USDA Farm to School Implementation Grant 2018
- Farm to School Grants Program (FNS)
- Other private foundation support: Grants through regional and local foundations and farming/agricultural networks.

Donations and Fundraising Events

Along with funding the garden through grants and private donations, the SSGP has developed 2 annual Major Fundraisers which include:

- The Spring Plant Sale
- The Pumpkin Patch Sale

In addition, the SSGP aims to use the school garden as an educational tool for a wide variety of lessons, two of them are stewardship and entrepreneurialism. Salmon High's FFA students will be joining in these efforts. They are currently working with both the Lemhi County Farmer's Market and EICAP to establish pathways for summer grown foods to reach our community. FFA members will have a space at the farmer's market selling produce grown in the garden and products they have created from the produce. This provides opportunities for our students to learn production and marketing strategies, while providing funds to contribute to the SSGP sustainability. The FFA will also work with a local food bank (IECAP) to donate produce. This partnership will bring fresh foods into homes throughout the community that may normally have problems securing it. It also acts as a platform for students to become involved in service-based learning.

Partnerships

The SSGP has been paving the way for future partnerships to strengthen our F2S program. Currently, these partners include: Salmon Valley Stewardship (SVS), Eastern Idaho Community Action Partnership (EICAP), University of Idaho Extension, Head Start, The Sacajawea Center, Swift River Farm, the Lemhi County Farmer's Market, The Lemhi Regional Land Trust, U.S Fish and Wildlife Service, Salmon Arts Guild, Vocational Rehabilitation, and Salmon High School's FFA chapter. Each of these partners brings a unique perspective and set of opportunities for the SSGP to access.