



Farm to School BC:

Guide to Growing a School Farm



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Table of Contents

Farm to School BC: A Guide to Growing a School Farm	1
Acknowledgements	4
Introduction	7
Background	8
What is a school farm?	11
Glossary	10
Why start a school farm?	11
Increasing academic and professional opportunities	13
Improving mental, physical, and social health	13
Practicing truth and reconciliation through land and food-based education ...	14
Building the next generation of farmers	15
Contribute to food security	15
Increasing food literacy	16
Sowing seeds: What it takes to build a school farm	17
Sustainable funding	18
School farm roles and responsibilities	20
Get to know the players (school district specific)	24
Physical farm	26
Program structure	28
Lessons Learned	37
Summary of school farm resources	42
Appendix A: Case examples of school farms	45
School Farms 1 and 2 in School District A	48
School Farm 3 in School District B	50
School Farm 4 in District B	52
School Farm 5 in School District C	54
School Farm 6 in School District D	56
School Farm 7 in School District E	58
Appendix B: Example curricula from a school farm	61
Sardis Secondary School in Chilliwack, BC	62
Appendix C: Example of a school farm contract	65
References	79

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As a provincial healthy eating program administered by the Public Health Association of BC (PHABC), Farm to School BC's (F2SBC) work aims to reach all parts of British Columbia. We acknowledge that 95% of BC is on unceded traditional First Nations territory. This land is home to more than 200 distinct First Nations, each with their own unique history, culture, and tradition. The main office for PHABC is located on the traditional territory of the ɫək'wəŋən people, also known as the Songhees and Esquimalt Nations, whose historical relationships with the land continue to this day.

We would also like to acknowledge that while this guide to growing school farms offers opportunities to engage with land and food in a way that can be positive for students, communities, and schools, the colonial agricultural history of Canada is based on the dispossession of Indigenous peoples from their land. Traditional Indigenous land management practices have a long history across North America and in the Pacific Northwest these practices include, but are not limited to the agricultural cultivation of camas, springbank clover, pacific silverweed, and northern riceroot and the aquacultural cultivation of clam gardens¹. These cultivation efforts shaped and continue to shape Indigenous culture on the coast and have been practiced since time immemorial. Ownership of land for profit or private use is a manifestation of settler colonial practices and PHABC acknowledges that this traumatic history is linked with significant scars on the culture, food security, health, and well-being of Indigenous communities². As readers, we encourage you to reflect on your own understanding and beliefs about how land-based programming (including school farms) can shape the creation of spaces that honour reconciliation, capacity building and inclusivity.

The case studies featured in this guide were conducted by Sammy Blair in the fall of 2021 as a part of her master’s thesis in the Integrated Studies in Land and Food Systems program at the University of British Columbia. This work was conducted under the principal supervision of Dr. Annalijn Conklin (UBC Faculty of Pharmaceutical Sciences) with support from members of the Thesis Supervisory Committee, Drs. Lisa Powell, Eduardo Jovel, and Kerry Renwick. Networking and community support and review were provided by Aaren Topley, the F2SBC team, and the Public Health Association of BC (PHABC).

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Introduction



Background



Farm to School BC (F2SBC) is a program of the Public Health Association of BC (PHABC) and is supported by the Province of British Columbia.

F2SBC brings healthy, local, and sustainable food into schools across British Columbia and provides students with hands-on learning opportunities that develop food literacy, all while strengthening the local food system and enhancing school and community connectedness. F2SBC is a healthy eating program for K-12 students with an expanding provincial network, supporting 200+ school food and garden projects in urban, rural, remote, and Indigenous communities. F2SBC supports the growth of school farms as school farms integrate the program's three core pillars: (1) healthy, local food, (2) hands-on Learning, and (3) school and community connectedness. **To learn more about Farm to School BC, visit farmtoschoolbc.ca.** PHABC is a non-profit charity organization whose mission is to promote population health and support capacity building for public health professionals in the province. PHABC is committed to upholding the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and calls to action from the Truth & Reconciliation Commission (TRC).

Furthermore, PHABC champions a number of public health programs, including F2SBC, to fulfill its vision of a fair and healthy British Columbia for all.

The role of PHABC and F2SBC in school farm programs vary. F2SBC supports the implementation and growth of school farms through Community Animator coordination across the province, aiding in research and offering school farm start-up grants, as well as hosting professional development and knowledge-sharing opportunities like School Farm Pro-D days and Farm to School BC conferences. For support starting or growing a school farm, please contact your **Community Animator**.

Across what is colonially known as British Columbia (BC), there are a variety of school farm programs and models operating to suit the demographics, geography, and institutional and community needs of their specific regions. Recent research and innovation on school farms demonstrate their potential to educate and empower young adults from diverse backgrounds as agents of change in the food system. This guide to growing school farms captures a variety of stories and perspectives from different school farm models to share with other school districts and broader school communities who may want to start their own farms and large-scale food-growing projects.

This Guide was informed by community-based research conducted in the Fall of 2021 and represents the school farms at that moment in time. The full thesis, *Understanding School Farms and Their Capacity to Build Food Literacy Education in British Columbia*, is available for download [here](#). The study was conducted using a qualitative community-based research approach and semi-structured interviews with 16 school farm stakeholders in order to define school farms and assess their capacity to teach food literacy to secondary students. All schools included are part of the BC provincial school district system and may not reflect the experiences of school farm stakeholders outside of this system.

This **Guide to Growing School Farms** highlights the growing popularity of school farms in BC as food system and BC curriculum education models. Additionally, it provides practical insights for school district administrators, educators, farmers, and communities to consider when starting or scaling up a school farm program. Within this document are promising practices, lessons learned, obstacles, and solutions offered by present school farm stakeholders. This guide will lead readers through essential components of a school farm, including:

- Funding models
- School farm roles
- The physical structure of school farms
- Program design
- Course accreditation opportunities
- Resources include case studies, an example of a school farm contract, and additional tools for school food environments.



Note: Some of the information in this guide may not apply to schools operating out of the provincial school district system (e.g., First Nations, Independent, and Francophone schools)

What is a school farm?

School farms can broadly be defined as experiential, place-based, and community-centric food education models that teach about the entire food system while exposing students to the ecological, social, business, and production aspects of agriculture. This model is supported by Farm to School BC because school farms are comprehensive farm to school programs that support vibrant, sustainable, regional food systems, rather than focusing on one small aspect of the food system. School farms can grow all types of fruits and vegetables, and can raise livestock, chickens, bees, and/or support other plants and pollinators (i.e., through food forests and integrating native plants as part of a school farm). School farms across BC use various methods and technologies to grow food, including fields, raised beds, greenhouses, and more.

School farms have been used worldwide for more than a century as educational programs to teach students about food systems and engage them in their communities³. Most school farms provide essential life skills and teach subjects that address health, environmental, and economic issues related to food and agriculture. School farms can offer sustainable education models and pedagogical frameworks due to their ability to teach BC curricula including science, mathematics, social sciences, and humanities courses that students need to graduate from primary and secondary school. School farms can also provide excellent learning opportunities to develop the K-12 core competencies.

Glossary

Food literacy is an individual's knowledge, choice, and skill in relation to food, and collective action, knowledge, and participation in food systems and food contexts.

Food security means that everyone has equitable access to food that is affordable, culturally preferable, nutritious, and safe; everyone has the agency to participate in, and influence food systems; and that food systems are resilient, ecologically sustainable, socially just, and honour Indigenous food sovereignty

Food sovereignty is a people's right to form and regulate their own food and agricultural system to produce healthy and culturally appropriate food using sustainable and ecologically-sound methods.

Food sovereignty is locally defined by a population in relation to their social and ecological context⁴



Why start a school farm?





School farms support the holistic health of students while addressing urgent community needs.

School farms in BC offer an intersection of formal and informal education and community support that may fill many gaps in the food, agriculture, and educational systems. School farms have the capacity to:

- Increase academic and professional opportunities
- Improve mental, physical, and social health
- Practice Truth and Reconciliation through land and food-based education
- Build the next generation of farmers
- Contribute to food security
- Increase food literacy

School farms attract students with diverse academic and socioeconomic backgrounds and cultural and gender identities. With their wide reach regarding student demographics, school farms have the potential to significantly impact the general well-being of students. School farms reportedly lower students' stress levels; improve their mental health; increase their academic success;⁵ and improve their resiliency by giving them a sense of autonomy and self-confidence⁶.

The Province of British Columbia's Ministry of Education states that the purpose of the BC school system is to enable students to "develop their individual potential and to acquire the knowledge, skills, and abilities needed to contribute to a healthy society and a prosperous and sustainable economy."⁷ School farms can support diverse learners' potential by building students' knowledge, skills, and abilities across curricula in multiple disciplines.

School farms teach practical life skills that support students to develop into self-sufficient, employed, and community-oriented adults, allowing them to contribute to a prosperous and sustainable economy and community that supports resilient food and agriculture systems.

Increasing academic and professional opportunities

School farms are welcoming and supportive environments that often serve as alternative learning environments to support all students, including those who identify as neurodivergent; students who deal with mental health issues such as anxiety; students with learning disabilities or behavioural issues; students who have not found their place or success in an indoor classroom or large school setting; and/or students who have different knowledges and learning preferences.⁸ School farms are known to engage diverse students who may be marginalized in their communities⁹ because they offer a way for people of different backgrounds and cultures to find purpose, connection, and skills in an educational environment outside of the traditional classroom.

School farms also help build students' community and potential for extracurricular and/or post-secondary-school opportunities: (1) school farms can be designed to offer programs that pay students stipends to participate or offer paid positions to stay involved with farms outside of programming; (2) school farms give students alternative ways to acquire graduation credits in a learning setting that celebrates their strengths and skills; and (3) school farms help students network in their communities, supporting professional development. Students can also transfer the knowledge they gain into occupational skills.

Improving mental, physical, and social health

School farms have a positive impact on students' mental, physical, and social health. Natural landscapes and green spaces help students have better mental performance and focus, alleviate depression, decrease stress, and result in significantly higher graduation rates, merit awards, and post-secondary education plans.¹⁰ This provides students with a sense of belonging and ownership of their work.¹¹ By having students move their bodies during agricultural activities and exposing students to fresh foods, school farms can mitigate



↑ **Professional opportunities.** Three youth wearing yellow rainboots walk in line, holding baskets full of vegetables

Photo credit: Canva



↑ **Improving health.** Six youth (four standing, two kneeling) pose with flowers from Sardis' School Farm.

Photo credit: Joe Massie

chronic movement and diet-related diseases¹². With an emphasis on teamwork, problem-solving, and creativity with diverse groups of students, school farms use food as a means to develop students' social health and social competency.¹³ School farms can bridge traditions and cultures, and promote socialization through food.¹⁴

Practicing truth and reconciliation through land and food-based education

Educational and agricultural institutions in Canada were and remain powerful contributors to the colonizing and systematic oppression of Indigenous people.¹⁵ School farms have the responsibility to include Indigenous ways of knowing and being in their design by teaching critical social perspectives. School farms are prioritizing subjects such as sustainability principles; land reclamation (Land Back); Indigenous agricultural practices; food as medicine; Indigenous plants; social gathering and sharing over food; and multi-generational sharing of knowledge. Many school farms' pedagogies align with the First Peoples Principals of Learning, which acts as a guiding document for Indigenizing education in BC.



↑ **Truth and Reconciliation.** Youth wearing a bright yellow Fresh Roots shirt piling green plants into a wheelbarrow.

Photo credit: Fresh Roots



Prioritize Indigenous Voices

Before planning for a school farm, get to know the local history of the land you learn on and plan to grow on. Become aware of how agricultural colonialism impacted your specific region and know that there are likely generations within your community that, for this reason, may struggle with the implementation of a school farm. Prioritizing Indigenous voices in your area in the consideration and discussions of a school farm is key to understanding how to ensure your community is practicing active Truth and Reconciliation and centering Indigenous food sovereignty as a vital part of land and food education.

Building the next generation of farmers

We are facing a farm renewal crisis in BC, with an aging farmer demographic, and an imminent shortage of new and young people getting into agriculture. The average farmer is 56 years old and 88% of current farmers have no written plan for succession.¹⁶ Of the 262,455 farm operators in Canada, just 8.6% (22,635) are 35 and younger.¹⁷ New farmers from non-farming backgrounds without a family farm to step into (estimated to be approximately two-thirds of new entrants) are forced to start small as the cost of agriculture, land, and production has increased significantly over the past decade. For many new farmers, environmental and social reasons are driving factors for why they choose farming as a profession.¹⁸

Many new farmers do not come from a family farm background. School farms provide job-skill training and can contribute to building highly skilled, well-educated modern agricultural farmers.¹⁹ Learning about agriculture early on is an asset to both showing agriculture as a post-secondary education and career path, and ensuring students get early exposure to developing essential food and growing skills.

Contribute to food security

According to Statistics Canada's Canadian Community Health Survey (CCHS) (2020), one in eight households, or 4.4 million people, are food insecure in Canada.²⁰ This number does not account for Indigenous people living in their communities or homeless people - two groups that are normally at high risk of food insecurity.²¹ In addition, about 17% of children younger than 18 in Canada are food insecure, as families with children are more likely to struggle to acquire food.²²

Addressing food security requires a multi-sectoral approach and school farms are one of many models and actions that needs to be taken in order to adequately address food security. Recent publications on school farms discussed



↑ **Next generation.** A youth with a backwards cap on triumphantly holds a potato up to the camera at the Van Tech Schoolyard farm.

Photo credit: Fresh Roots



↑ **Food Security** One youth holds a basket of beets, with three youth in the background shoveling and doing farm tasks. Two baskets of beets are in the foreground.

Photo credit: Jake Depodesta

their potential to fight hunger and malnutrition through fresh, local, healthy food access.²³ School farms can supplement school meal programs with locally sourced fruits and vegetables, thereby bolstering a meal program's ability to ensure students have regular access to healthy foods at school and contribute to food security.²⁴ Based on the school farm model chosen and its emphasis on food production vs. education, the degree to which the farm contributes to food security can vary.

Increasing food literacy

School farms educate students on food systems and food production to help them understand how their choices impact ecosystems, environments, and social systems. School farms have the ability to teach a wide range of food literacy competencies related to food preparation and consumption, food production, the economics of food, food systems, and environmental sciences. Current school farm models indicate there are numerous opportunities to tie in various curricula already teaching food literacy competencies (e.g. sciences, home economics, food studies, etc.)

For more information on how to integrate food literacy into schools, refer to F2SBC's food literacy database.



↑ Food Literacy
Two youth kneel next to a row of butter lettuce while one youth stands on the other side of the row.

Photo credit: Joe Massie



Sowing seeds: What it takes to build a school farm





Every school farm in BC is different. School farm models need to be specific to the context of their geography, environment, demographics of their area, and their personnel.

An important component of school farms is their ability to adapt to their place and the people they involve and serve. Despite all their differences, there are several aspects school farms have in common:

- Sustainable Funding
- Roles and Responsibilities
- Physical Structures
- Program Structures
- Course Accreditation or Offerings

Sustainable funding

School farms require consistent and reliable funding to provide sustainable hands-on learning experiences and to link these experiences with the curriculum. To start a school farm, funding is required from either a grant, a donor, the school district (or educational authority), or all three entities. To avoid reliance on inconsistent and unreliable grants and community funding, it is recommended that some level of enterprise is incorporated into school farms to sustain long-term programming.²⁵ A mix of grant and community fundraising, school district or non-profit supported incomes (e.g., for teachers, farmers, coordinators, etc.), and support from diverse streams is thought to be the most sustainable approach. Once the infrastructure is established, it is possible for school farms to operate sustainably without grant funding with the right model development and emphasis on enterprise options. It is important to remember that the funding models will vary from farm to farm and region to region based on the needs, relationships, and resources of each program.

Enterprise options include selling food through:

- Community Supported Agriculture (CSA)*
- Veggie Box subscriptions*
- Farm Stands
- Farmers Markets
- School Meal or Culinary Arts Programs
- Local Restaurants

**CSA shares subscriptions are examples of subscription boxes where customers pay upfront to receive fresh produce from the farm on a regular basis. This model helps provide funding for the farm at the beginning of the growing season and allows the farm the flexibility to provide the customer with produce as it is seasonally available. Veggie Boxes are generally purchased at a weekly or monthly cost without having to make a lump sum payment upfront.*



School Farm Tip: The culinary arts teacher can see what is growing on the farm and then pay the farm the market price from their course budget so the money stays in the school and the projects financially support each other.

In some cases, educational programming, if provided by a non-profit or business, can be offered for a fee that either the school district pays or parents pay for students to participate in school farm programs. This fee-for-service element is not necessary to sustain a school farm dependent on other funding models.



Remember, school farms should be accessible to all students. Financial barriers to participation are antithetical to food-just practices. Fee models should have funding to support students whose families cannot pay.

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If food is donated, receiving tax receipts from the recipient organizations may help offset costs.



↑ **School Farm Tip**
Culinary teacher harvesting vegetables from farm.

Photo credit: Canva



↑ **Accessibility**
Six Fresh Roots participants walk through the Van Tech schoolyard farm, holding various gardening tools (shovels, watering cans).

Photo credit: Shane Ward

School farm roles and responsibilities

There are vital players and roles that are important to the success of a school farm. Whether positions are funded by school districts or third-party entities (e.g., non-profit or private), there need to be designated roles for farm management and farm education. School farms are not sustainable as “side of desk” projects for full-time teachers or farmers. Funding and time should be allocated for someone to manage the production side of the school farm and for a person to organize, coordinate, or run the educational programming. It is possible for one position to be responsible for these multiple responsibilities so long as the job description is clear and funded appropriately based on the time and skill needed to perform the duties. The staff or role structure of each school farm will depend on the financial and organizational set-up of a school farm and the expertise of candidates. The three key components for successful school farms are:

1. Farm management
2. Educational programming management
3. Institutional support

While the role distribution varies across school farms, the importance of school district buy-in and participation is a common necessity for successful programs.

In BC, examples of current roles and responsibilities are modeled in the following structures:



Not-for-profit staff maintain the school farm production space and offer educational programming.



Paid school district teachers maintain the school farm and lead classes on the farm.



A private farm operator maintains the school farm as part of his own farm business and offers guided farm experiences or helps teachers integrate their lessons.



Farm Management

A school farm manager oversees the production of food on the school farm. This could include everything from developing infrastructure, crop planning, business planning, managing the growing, harvesting, processing, and selling of food, and managing labor and student involvement in the production needs of the school farm space.

If a school district does allow for a non-profit or private partner to manage the production space, the farmer(s) needs to have stable and sufficient compensation for their time and expertise built into the budget or agreements. As the Sustainable Funding section highlights, it is possible for this compensation for farmers' time to come from the produce sold from the farm; however, in the first year, there may need to be contingency for the farmer(s) time as production operations and systems are organized and built.

If a school does not wish for a third-party partner (e.g., non-profit or private) to manage the farm, the fully internal option is for the school to hire full-time farm staff to be in charge of farm management and production, or to grow an existing educational position to include a farm production managerial role (budgeting for the additional time and funding necessary to fulfill this role).

Educational Programing Management

If separate, the education staff should work in tandem with the farmer to utilize the school farm as a learning space. It may be relevant for schools to hire future teaching staff with education and experience in both agriculture and the core subjects they teach, which would help teachers move fluidly from their formal classrooms to the farm, and bridge information between. For school farms with teachers who are unfamiliar with food system subjects or outdoor education, the managing entity must develop an experiential module



↑ **Farm Management.**
An individual wearing blue jeans waters a row of plants with a watering can, their head is not visible in the photo.

Photo credit: Canva



↑ **Educate.**
An individual wearing blue jeans waters a row of plants with a watering can, their head is not visible in the photo.

Photo credit: Canva

and communication system to support professional development and training teachers in their learning and delivery of education in an outdoor setting.²⁶



Lack of teacher knowledge and training related to agriculture are often obstacles to participation in school farms. Any school staff who are encouraged to participate in a school farm need to have guidance and training to feel comfortable in this outdoor setting.

Institutional Support

Whether a school farm is operating within the provincial school district system or independently, it is vital to have consistent support for a farm across all levels of the school's administrative and bureaucratic structure. Navigating these systems means that different school departments and groups need to be involved in the process of planning, implementing, and sustaining the school farm. These different groups may control the bureaucratic processes of approval you will need to start or grow a school farm.



Tip: Generate executive commitment from school authorities to ensure sustainability. Many programs report losing momentum when their school's teacher champion or principal left because no one "above" them was supporting the program.



↑ **Support.** Attendees of a Professional Development day at Reynolds stand at the end of rows of container gardens full of leafy vegetables, listening to three speakers.

Photo credit: Denisa Reyes



↑ **Support.** A large group of students sit underneath an outdoor gazebo-like structure that reads "Farm" with the Reynolds Secondary Logo, with some people standing around the perimeter and the front of the group.

Photo credit: Joe Massie

Get to know the players (school district specific)

- Facilities and Maintenance Department
- Principals and Teachers
- Senior Management
- School Board Trustees

Get to know players at all levels and build relationships with them personally, and try to spend time aligning values and outcomes. It's difficult for these systems to integrate new programs. Investing in these relationships early and strong communication will be integral to a farm's success in overcoming the barriers of old systems.



Note: While not all schools operate within the provincial school district system, there are likely similar departments, administrators, and groups managing independent and First Nations schools that should be consulted in the planning of a school farm.

Facilities and Maintenance Department

A district's Facilities and Maintenance Department is responsible for the design, coordination, and implementation of school-funded projects and ensures that buildings and grounds meet all regulatory requirements and are maintained to district standards in an efficient, cost-effective manner. This department will be key at the beginning stages of the school farm in negotiating access, water, and infrastructure for school farm development, but also on an ongoing basis to help with activities like large soil deliveries, irrigation, etc. A "License to Occupy" can help delineate these roles and responsibilities, **see Appendix C for an example contract.**

Principals and Teachers

Each school farm to date has succeeded because of supportive teachers and principals. Find the champions in your school and make sure the school farm model is built to support them. These champions have often volunteered many hours supporting and advocating for school food initiatives. To avoid burnout and promote sustainability, make sure the school farm model supports champion enthusiasm through structured roles and compensated positions when possible. Principal and teacher positions are known to turn over more frequently than other positions. Generating broadscale buy-in in the school will help create resilient support for a school farm program as you navigate these transitions.

School Board Trustees

The school board trustees are responsible for setting local policy, employing necessary staff, preparing, and approving operations budgets and capital plans for the district. Support from the school board will help push policy, funded positions, and budgets to establish or grow a sustainable school farm program. Bring the school board into the conversation early to indicate community need and support for a school farm. Have resources (like this guide), community testimonials, and any potential funding support when you engage with the board to show the community's commitment.

Senior Management

Superintendents, assistant superintendents, directors of instruction/district principals, and other senior executives accountable to the board of trustees are responsible for overseeing a school district's administration of all staff, services, and programs. Support from the School Board will influence a district's senior management team and their support for a school farm program. These players will also be key in establishing accredited courses.



Tips for Engagement:

If a school garden or other experiential food project has failed in the past, be sure to address the school players' concerns from these prior projects. One major barrier school farms face is convincing higher authorities that a new project will be successful. Using this guide and the resources provided, show a unified and well-planned approach when engaging these players.

For example:

- **Align the school farm project with the district's strategic plan to help provide precedent and demonstrate the district's priorities. Demonstrating how the school farm aligns with these can help increase buy-in from school authority members.**
- **Integrate coordinator positions to support school farms and align with ongoing district-wide priorities - e.g., Sustainability Coordinators can also help liaise with other school district staff where they may already have relationships (i.e., Facilities).**

Physical farm

If a school district works with community partners or private farming enterprises, it is important that memorandums of understanding (MOU) or licenses are reached between the partner and the school district before any infrastructure or investments are made into the school farm. Agreements should value the land, farmers' time and efforts, and the educational priorities of the school. See **Appendix C** for a sample agreement.



Important: Build relationships before contracts! These agreements reflect collaborative conversations and trust built between stakeholders in mutual agreement.



↑ **Physical Farm.** Black geotextile containers holding soil and healthy looking leafy vegetables.

Photo credit: Farm to School BC

School Farm Size

The size of school farms varies. In BC, school farms currently range from less than a quarter of an acre to eight acres. School farms should produce enough food to demonstrate "agriculture at scale". To determine the size of a farm, use education/food procurement/enterprise goals to inform planning. School farms can offer affordable options for small-scale farmers to produce food. Involve the farm production management team in the planning of the school farm size.

Water, Land Usage, and Infrastructure:

To date, school farm models have predominantly involved school districts providing third-party partners access to water and land usage for production at no cost, while financially supporting and/or allowing a non-profit or business to build, own, and operate required infrastructure. School farm models can evolve. It may be useful in early agreements to include an opportunity for the school district to purchase infrastructure built by a third party should the school district decide to fully manage and operate the school farm in the future. **Appendix C** describes how to navigate ownership of tools/infrastructure.



↑ **School Farm Size.** Rows of crops growing on the Downtown Squamish School Farm, with trees mountains in the background and a large greenhouse on the left side of the photo.

Photo credit: Constance Cope

Some examples of existing school farm models include:

250

out of ground
containers

A micro-farm, where greens are grown in roughly 250 out-of-ground containers. No permanent infrastructural changes were needed, which made it easier for the school department to approve implementation.

A five-acre farm operating on school district land (two acres of sweet corn, one acre of vegetable beds, large bushes of berries, beehives, and a greenhouse). This school farm has a pump, irrigation system, fridge, and steel boxes for storage. Six raised beds were designated for elementary and middle school students. This school farm also raises chickens, turkeys, ducks, quail, and rabbits.



5



acre farm on
school district

school farm
located on

1 of the 8

acres on school
property

An old primary school was turned into a school farm. The main building has a meeting space, classrooms, two industrial-size refrigerators, a kitchen, a gym, and offices. The school farm was located on one acre of the 8-acre school property and had a hoop house.

See Appendix A for more examples.

Program structure

School farm programs are developed based on budgets, land access, staff capacity, educational offering, operational goals, and production opportunities. For this reason, no two school farms look exactly alike. They are context-derived and suited to meet the needs of their students, ecosystems, and educational systems. When designing a school farm program, the following aspects may be helpful to guide planning:

- Program goals
- Produce distribution channels
- School year opportunities and operations
- Summer opportunities
- Data collection

Identify the goals of a school farm



Sample Questions to Help Identify School Farm Goals

Is the goal to educate students about food systems? To grow food for the community? Are you trying to grow food for cafeteria programs while supporting students in Work Experience Programs? Advancing Truth and Reconciliation through land-based learning by focusing on traditional plants and medicines while understanding crop production and Western food production methods?

A school farm can help meet an array of needs in your community and it can help address education gaps in your region. Since you will likely involve multiple partners in a program from various sectors or stakeholder groups, there will inherently be multiple goals at play. Aligning these multiple goals to guide the design of a program will help build trust and ensure mutual satisfaction as the farm develops. Below are some questions to help start the brainstorming process:

- What are your *educational* goals?
- What are your *crop production* goals? Will you try to grow food year-round?
- What are your *funding/profit* goals?
- What are your *community* goals?
- What are your *Truth and Reconciliation* goals?

Goal setting is a repetitive process that changes based on reflection and adaptations to the changes in a school, community, and ecological environment. Create processes and timelines for reviewing goals and adjusting them if necessary.

Identify the school farm's distribution channels

Identify the school farm's potential distribution channels. These channels could be designed to generate income for the farm, help meet local food insecurity needs, offer students at-home opportunities to cook food or be used to feed students at school in the cafeteria or in courses. Below are examples of current school farm distribution channels:

- School Meals (Salad or Soup Bars)/ School Cafeterias
- Food Courses (Food Studies/ Culinary Arts Programs)
- Farm Stands/ Farmers' Markets
- Local Restaurants
- CSAs or Veggie Boxes
- Community Food Access Programs (food boxes, donations, etc)
- Take-home produce for students to share and practice preparing

Below are examples of how operating school farms are distributing food. See **Appendix A** for more examples.

School Meals

- One school farm runs a salad and soup bar which serves more than 100 people per week in the school and is the alternative to the hot lunch program which serves typically reheated frozen foods.
- On another school farm, students in summer programming used farm produce to prepare meals twice a week for about 50 people involved in the program. During the school year, the students worked with professional chefs to cook reasonably priced meals for the school students and staff.



↑ **Distribution Channels.**
At Highland Park school, a group of children are served local vegetables at the salad bar by two adults.

Photo credit: Farm to School BC



↑ **School Meals.**
A close up of a salad bar program at Colquitz Middle school, where local food (including carrots, cucumbers and boiled eggs) are served to students.

Photo credit: Farm to School BC

CSA/ Veggie Boxes (Pre-paid produce boxes)

- One school farm produced food for a 20-week CSA for 64 people

Community Food Access Programs

- There was a location at one high school where students could access fresh produce for free. This school farm also worked with other non-profits to provide food for people in need. These farms donated excess food to community access programs and would often intentionally grow food for donations.

Determining Educational Reach, Programming Type and Timing

School farms can be outdoor classroom spaces available for students at the convenience and will of their teachers, and/or they can operate as fully immersive accredited experiential learning programs. Depending on how you set up the programs, every student in a school may interact with the school farm briefly regardless of their courses or interests (e.g., field trips, field classes, elementary school activities). In more immersive models, students who prefer school farm programming could receive most of their course credits learning on school farms. When designing a school farm, decide on educational objectives and what the target audience and reach of the farm will be. Students can perform important tasks on the school farm and take on significant workloads to support the Farm Manager, however, it is important to consider reciprocity and not be exploitive of these students. The programming models below encourage considering how to compensate student labour through course credit, work experience, free produce, financial compensation, or other means.



- ↑ **Food Access Programs.** A sign reads "Fresh Produce Farm Stand Wednesdays 10 am - 6 pm" with colourful vegetables hand painted around the text. Behind the fence the sign is on, an individual sets up the farm stand.

Photo credit: Anita Bonnarens



- ↑ **Educational Reach.** Two youth stand on stepstools hanging plants to dry from the ceiling of a greenhouse.

Photo credit: Jake Depodesta

Organize Annual Programming

It is also important to decide if you will run both school year and summer programming. Below are several models of existing school farm programs during both the school year and the summer. One major factor of programming design is how/ if you can integrate accredited courses into the programming. There are a variety of examples across the province of how to offer classes as part of a school farm program, or how school farms are being used as educational spaces.

School farms also face two seasonality challenges: first, the farming season runs from spring until fall, with the bulk of the farm needs falling in the summer outside of the school year; second, in order to fulfill curricula needs, school farms must also operate from fall through spring, providing education opportunities outside of the farming season. Below are examples of how school farms have adapted to meet these challenges.

School Year Programs

School year programming is often creatively integrated with existing courses and schedules, and/or the farm is maintained as an open learning space that can be used flexibly and creatively for any teacher or course. Depending on the staff, accredited courses, and resources, school year programs can offer full credit programming or can be field trips or workshop spaces. Most school farms have after-school program opportunities for students who are either keen to continue their school farm studies or for those who do not have time in their schedules to be enrolled in formal school farm courses. Because all of the farms included in the case studies are located in the Lower Mainland, there is a very long growing season which in many cases is extended through the use of greenhouses and hoop houses. Some examples of winter programming when food is not growing include crop planning, ecology, and agricultural science lessons tied to the BC curricula, starting seeds in trays indoors, etc.

Here are several examples of existing school year programs.

See Appendix A for more examples and details.

- In exchange for getting to farm on school district land, a private farmer offered free educational programming on the farm to the school district. The farmer opened the school farm one day a week for any teacher in the district to bring their class. Either the farmer led students through the activities that needed to happen on the farm that day, or teachers brought their own curriculum to tie into farm sessions.

-
- One school farm operated like an academy where students alternated between coming to the school farm for a day and doing traditional high school courses on the other day. Students received 50% of their total annual credits at the school farm.
 - One school farm has all their courses Board Accredited and offers them in the class schedule like any other subject. When the weather is good, hands-on learning occurs on the farm. During the winter months, the courses focus on topics where experiential learning is not necessary or difficult, and students stay in the classroom. This school has teachers qualified in both agriculture and the core subject being integrated into the school farm courses.
 - One school farm was run by a non-profit that offered courses and workshops for teachers to bring their classes.

Summer Programs

Because of the abundance of the growing season, there are many opportunities in the summer programs to involve students in the full throes of food production and distribution from planning in the spring all the way to harvesting, processing, and marketing all summer. Summer programs also offer an opportunity for students to make up or get ahead on course credit, gain volunteer hours, or stay involved in organized personal and professional development. Many school farms offer some type of paid opportunity for students in the summer either through an apprenticeship, summer job through Canada Jobs, or a participation stipend. Equity and fair wages must be prioritized for students paid to work in school farm programs.



Note: Summer months are critical for producing any significant amount of food, especially in Northern regions. School farms in these regions will need to participate in markets and farm sales, or develop a robust food-processing and storage plan to create economic stability.

Here are some examples of summer programs:

- A non-profit runs a six-week summer leadership program where students were paid a stipend at the end of the summer and were able to get course credits by participating.

-
- A school offered four credits to participate in a school farm course over the summer. Students could attend any nine out of the 18 available farm days plus homework that involved documenting themselves cooking and processing farm produce.
 - A private farmer offered summer farm apprenticeships to standout students. These students were paid.
 - One school farm ran a Work Experience program for eight weeks in the summer for two and a half days per week. Students could receive course credit or volunteer hours.

Course Accreditation

Whether offered in the summer or school year, course accreditation is important to ensure the long-term sustainability of the program and meet the needs of the school community. Course accreditation aids in credit recovery by providing alternative learning options for students who may need to make up or finish a certain credit. This also limits the burden on students who cannot access extra-curricular programming or who already have full course loads but wish to participate in school farms. Dual accreditation programs with local universities, after-school or summer programming or post-grad opportunities can be designed to help recruit students for new job opportunities and continued learning.

Some ways school farms can offer students accredited learning is through:

- **Board/Authority Authorized Courses**
- **Interdisciplinary teaching on the school farm**
- **Work Experience Programs**
- **Flexible Studies Programs**
- **Independent Directed Studies**

Board/Authority Authorized (BAA) Courses

BAA courses provide an opportunity for educators to explore content beyond the boundaries of the Ministry curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. School farms could submit BAA courses to offer students specific school farm programming or to teach graduate requirement courses. These courses could expand beyond the sciences and include subjects in the humanities, special education²⁷, trades, and more. BAA courses are for Grades 10-12 and can count towards the elective requirements for graduation.

- ◀ Visit Board/Authority
- Authorized Courses:
- <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>



For information on how to submit a BAA course, **please refer to the gov.bc.ca site**. To see an example of BAA courses, **see Appendix B**.

An example of BAA courses that utilize a school farm are **Leadership Programs**.

Interdisciplinary Learning

While creating new Board Accredited courses is an option, school districts do not need to build their own courses and hire new staff to offer accredited school farm courses. School farms are exceptional experiential opportunities to utilize interdisciplinary learning to involve students with land and food systems while learning other core subjects and developing the Core Competencies.

Effective the 2023/24 school year, all students working toward a B.C. Certificate of Graduation (“Dogwood Diploma”), in English or French, must successfully complete at least four credits in Indigenous-focused coursework.²⁸ School farms offer a space for existing and new courses alike to deepen students’ understanding of Indigenous knowledge, history, cultures, and experiences.

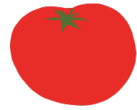
One example of integrated interdisciplinary learning on school farms is the Flex Studies Program at Reynolds Secondary School in Victoria, BC. This program is experiential learning through engagement with peers, teachers, the community, and the environment. Students must apply to be in the Flex program. In the Flex Program:

- Team-teaching approach integrates multiple subjects simultaneously into authentic learning situations.
- Flex collaborates with local institutions and businesses to explore student-driven ideas and inquiries in meaningful and relevant ways.

Independent Directed Study

Under teacher supervision, students can earn additional Independent Directed Study (IDS) credits by creating a study plan to further pursue one of their course's curricula in more detail or the content of another course they are not enrolled in. To participate in this method of learning, students must demonstrate the ability to work independently. Read more about IDS and how students can create a study plan with their teacher **here**.


- < Link to IDS:
- <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/independent-directed-studies>



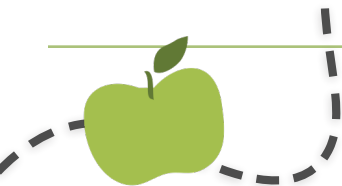
Data Collection

If it is within a staff and program's capacity, it may be useful to build data collection into the program's processes. Tracking the progress of a program and creating time for student, staff, and community reflection will help when applying for funding, writing grants, and presenting to new stakeholder groups in the future. Some data points or questions you can consider are:

- How much food is produced on school farms and where does it go?
- What is the revenue from sales?
- What are the demographics of the students taking part in school farm programming?
- What are measures of success on school farms?
- Are there measures of students' well-being being tracked on the farms?
- Do students who participate in school farm programs stay involved professionally or academically in the food system? Do they use their food system skills after finishing programming?
- How much time do the farmers work on the school farm?



Lessons Learned

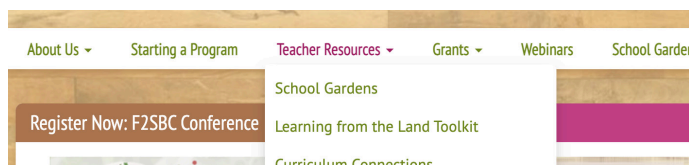


School farms are manifestations of the connections, creativity, and collaboration of the communities that build them.

They are projects that require people, land, and intentional education to meet the specific needs of your region. We hope this guide and the **school farm case studies mentioned in Appendix A** can catalyze and support a school farm in your area.

If your school does not have the capacity to begin a school farm but would like to expand other food literacy opportunities, **visit the F2SBC 'Teachers Resources' section** for more information on school gardens and seasonal activities.

⋮ ← Visit 'Teachers Resources' section:
⋮ <https://farmtoschoolbc.ca/>



In October 2022, dozens of school farm stakeholders (e.g. teachers, Indigenous Knowledge Keepers, farmers, not-for-profit representatives, etc.) gathered at Reynolds Secondary School in Victoria, BC for a professional development day. **Read the blog** post summarizing key takeaways from the day's discussions, panels, and activities. While the *Growing School Farms Guide* contains invaluable information on the details of starting a school farm, here are some of the takeaways from this Pro-d day and the school farm Case Studies.

⋮ ← Read the blog:
⋮ https://farmtoschoolbc.ca/growing_school_farms_pro-d/#:~:text=At%20the%20Farm%20to%20School,knowledge%2C%20experience%2C%20and%20promising%20practices

Key Takeaways

for Educators from the Growing School Farms Pro-D Day!





Building Strong Partnerships

Creating strong relationships with partners is vital to the success of a school farm.

Remember:

- Get to know players personally at all levels of the partner/host institution and invest in these relationships early.
- Spend time aligning values and outcomes with partners.
- Emphasize strong communication, which will be integral to a farm's success as you overcome the constraints of bureaucratic systems.
- Collaborate with diverse groups to offer richer learning experiences for students outside the school in the community.
- Build relationships before contracts! These agreements reflect collaborative conversations and trust built between stakeholders in mutual agreement.

When it comes to stakeholder groups,

- Private farms have the knowledge and business strategy to run profitable food operations.
- Non-profits have administrative support and can help apply for grants.
- School Districts generally have access to land, teachers, and course funding.



Personal investments and cooperative efforts to create a school farm are as important as financial and physical planning. Spend the extra time and care to make sure your school farm is built on strong relationships, trust, and understanding between partners.



Youth Empowerment

When developing a school farm environment, listen to student voices and give them agency and space to feel empowered in this non-traditional educational setting.

This could look like:

- Creating equal opportunities for students with different mental and physical abilities.
- Providing experiences in diverse roles in the food system (marketing, farming, community organizing, cooking, etc.)
- Giving students different opportunities to interact with the farm across their school careers (field trips, elementary school engagement, etc.).



Indigenous Engagement

Develop place-based relationships with Indigenous peoples and students in your specific community, creating space for Indigenous voices and ways of knowing and being. These relationships will take time.

There are many aspects to keep in mind:

- Connect at both the community and the administration or Chief and council level. Do your research to understand the local context as there can be multiple governance structures (for example, one Band can be made up of multiple distinct and sovereign First Nations)
- Building relationships take time – be patient.
- Focus on “with” not “for” relationships with Indigenous partners. Provide opportunities to engage in Indigenous learning with the broader community.
- Honor the time, knowledge and wisdom of Elders and Knowledge Keepers through various means including honorarium, gifts, public acknowledgements and other gestures of appreciation.

Other ways to honor the land and reflect the First Peoples Principles of Learning in school farms can be through incorporating traditional foods into school farm plans. This is an opportunity to bring Indigenous people along the journey and create an opportunity to reconnect, acknowledging the current state of disconnection of many First Nations (especially the urban Indigenous population) from their traditional food sources.



Learn how farms have been used as a tool for colonialism in the past in residential schools and incorporate trauma-informed practice into programming that acknowledges those harms. Beware that trauma can often be associated with certain types of foods that students were forced to grow and eat through the Indian Reservation System and colonization.

Summary of school farm resources

Below is a summary of the resources mentioned throughout the guide. This list is by no means comprehensive. Further resources can be found on the Farm to School BC website.

Farm to School BC

About: <https://farmtoschoolbc.ca/about-us/what-is-farm-to-school/>

Community Animators: <https://farmtoschoolbc.ca/network/regional-hubs/>

Food Literacy Database: <https://farmtoschoolbc.ca/food-literacy-resources/School Gardens>

Farm to School BC offers continued support through grants, workshops, Pro D Days, webinars, mentorship programs, and more. For more information visit farmtoschoolbc.ca/

Indigenous Land and Food Funding & Resources:

Learning from the Land Toolkit

<https://farmtoschoolbc.ca/learning-from-the-land-toolkit/>

Agriculture as a Colonial Project Learning Module

<https://justfood.landfood.ubc.ca/module-2-agriculture-as-a-colonial-project/>

From "taking" to "tending": learning about Indigenous land and resource management on the Pacific Northwest Coast of North America by Nancy Turner

<https://academic.oup.com/icesjms/article/77/7-8/2472/5905140>

First Peoples Principals of Learning

<https://www.fnesc.ca/first-peoples-principles-of-learning/>

Indigenous Services Canada and FNHA's Indigenous Climate Health Action Program (ICHAP) may have funding for Indigenous food projects in schools:

<https://www.sac-isc.gc.ca/eng/1100100033601/1521124611239>

<https://www.fnha.ca/what-we-do/environmental-health/climate-health-action-program>

School Farm Resources:

Understanding School Farms in British Columbia research:

<https://open.library.ubc.ca/media/stream/pdf/24/1.0418455/4><https://open.library.ubc.ca/media/stream/pdf/24/1.0418455/4>

2022 School Farms Pro-D Day Summary

https://farmtoschoolbc.ca/growing_school_farms_pro-d/

The B.C. Land Matching Program delivered by Young Agrarians can help

- connect partners and people to land
- facilitate negotiations between entities
- develop mutual agreements between entities, with legal review
- <https://youngagrarians.org/tools/land/bc-land-matching-program/>

Rural Development Network released a FarmEd Toolkit, based on rural school farms in Alberta, to help guide schools and educators through the process of implementing small-scale school farms and agriculture education programs.

<https://www.ruraldevelopment.ca/initiatives/agri-food>

Course Accreditation

Board/Authority Authorized (BAA) Courses

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>

Submitting BAA Courses

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>

Leadership Programs

<https://reynoldscommunityleadership.weebly.com/course-details.html>

Work Experience Program Guide

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/appliedskills/wex-guide.pdf>

Independent Directed Study

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/independent-directed-studies>

Create an IDS Study Plan

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/independent-directed-studies>

Other Useful Resources

Farmer Spreadsheet Academy provides all sorts of guidance and many extremely useful spreadsheet templates for all aspects of farm planning and operation.

<https://danbrisebois.com/category/farmer-spreadsheet-academy/>

Young Agrarians' Farm Resources section includes resources related to apprenticeships, business resources, and more, as well as an interactive map of resources. <https://youngagrarians.org/tools/>





Appendix A: Case examples of school farms



These case studies were conducted by Sammy Blair in the fall of 2021 as a part of her master's thesis in the Integrated Studies in Land and Food Systems program at the University of British Columbia.

This work was conducted under the principal supervision of Dr. Annalijn Conklin (UBC Faculty of Pharmaceutical Sciences) with support from members of the thesis Supervisory Committee, Drs. Lisa Powell, Eduardo Jovel, and Kerry Renwick. The full thesis is available for download.

◀ Link to full thesis:
<https://dx.doi.org/10.14288/1.04184550>
[rg/10.14288/1.0418455](https://doi.org/10.14288/1.0418455)



The results below represent these school farms as they were in the fall of 2021. It is possible that these farms have evolved, closed, or changed structure since the collection of the presented data.

	School District A	School District B	School District C	School District D
	School Farm 1 & School Farm 2	School Farm 3	School Farm 4	School Farm 5
	School Farm 6			School Farm 6
Size	About 0.5 acres	2000 ft ²	About 1/3 acre	5 acres
Responsible for Farm Management	Non-Profit Organization	Non-Profit Organization	Private Business	School District
Educational Offerings Organized by	Non-Profit Organization and School District	Non-Profit Organization and School District	Private Business and School District	School District
Teacher-Champion?	No	Yes	Yes	Yes
				Non-Profit Organization and School District

All six school farms offered school year and summer programming of some type, except for school farm 4, which selected outstanding students to participate in a farm apprenticeship over the summer.

School Farms 1 and 2 in School District A

School Farm Beginnings

School Farms 1 and 2 are managed in partnership between the school district and a community non-profit organization. To set up the farm, collaboration, and buy-in were needed across the education departments and facilities department. The Director of Instruction helped set up courses for credit (i.e. Work Experience). Thirteen separate employee union groups with collective agreements cooperated on this mixed-department project to address questions of ownership, funding, payment responsibility, and maintenance. The non-profit leased the school district land without day-to-day oversight, but any changes the organization desired or needed for the space required permission from the school district.

Farm Infrastructure and Distribution Channels

The farms in School District A had about 44 raised beds, drip and in-ground irrigation, sprayers, and large farm tools. The farms were divided into food production, food education, and learning landscape areas. The school farms' partner non-profit funded full-time staff for its production and educational programming and was responsible for other programming in BC outside of School District A.

Food was produced for a 20-week CSA for 64 people and there was a location at one high school where students could access fresh produce for free. Students used farm produce to prepare meals twice a week for about 50 people involved in the summer programming. School District A farms donated excess food to community access programs in partnership with other non-profits and would often intentionally grow food for donations. One partnership involved students working with professional chefs to cook reasonably priced meals for the school students and staff.

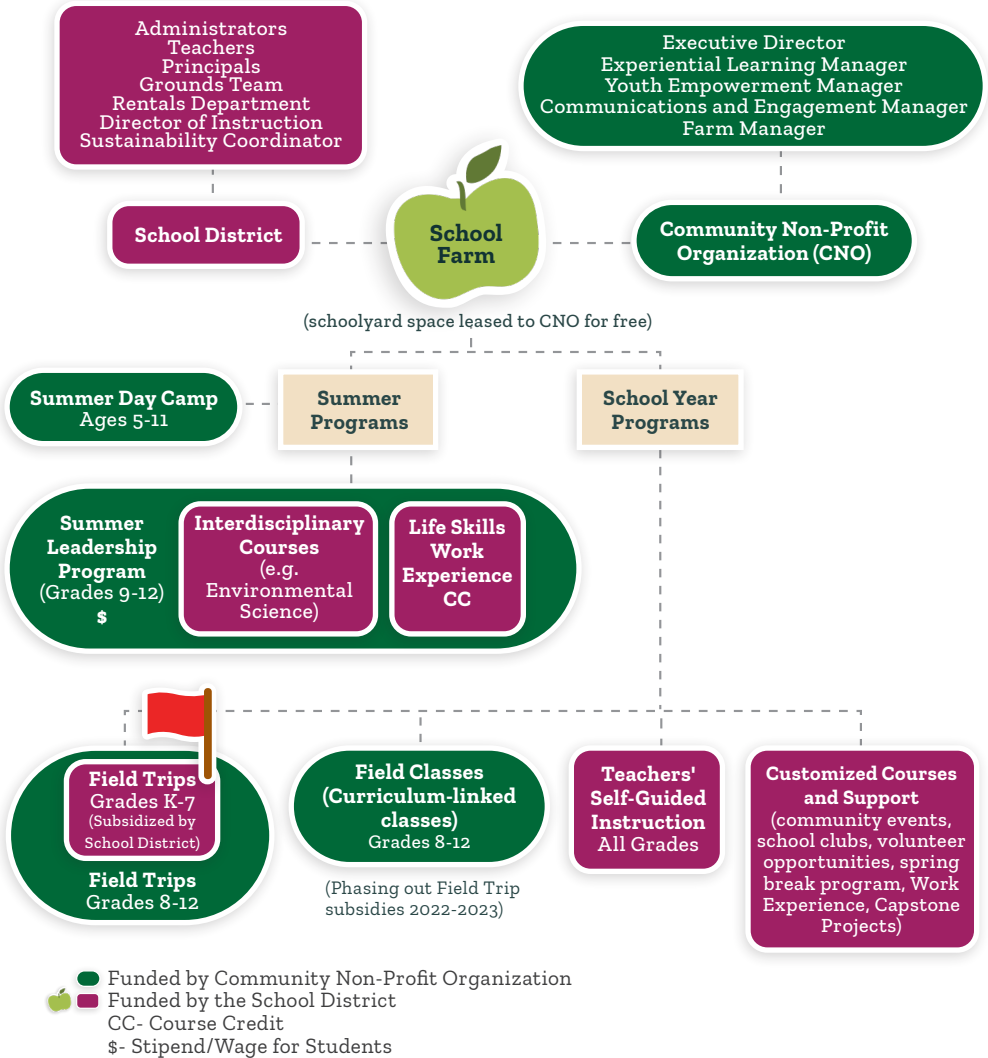
Curriculum

There was school year programming and summer programming run by the local non-profit on the school farms. During the school year there was no set curriculum as the school farms facilitated field trips, field classes, customized courses, and created classroom settings for teacher and students to achieve the goals and requirements of core curriculum and graduation. Summer programming was both a youth leadership program with a stipend for participants and an accredited course funded by both the local non-profit and school district.

Size: About 0.5 acres

Responsible for Farm Management: Non-Profit Organization

Educational Offerings: Organized by: Non-Profit Organization and School District



School Farm 3 in School District B

School Farm Beginnings

School Farm 3 was managed by a local non-profit. A large grant provided the opportunity to expand a courtyard garden started by a teacher champion into a micro-farm to test a scalable schoolyard farming model, with the support of the nonprofit and a local business that builds container farms. The micro-farm was a dedicated quasi-commercial space for growing greens for sale in the school. The micro-farm was chosen as the production space since it is modular and there is no permanent infrastructure or changes being made to the district's property; it was easier for the school district to approve the implementation of the school farm with the intention of working towards systems change that allows for inground growing.

Farm Infrastructure and Distribution Channels

This school participated in a local food hub purchasing program where they sold food they grew to the hub. The hub allowed them to purchase items they didn't grow at a discount. This business model allowed the program to sell the harvest boxes at an affordable price to staff and families. The harvest boxes were sold to 12 teachers and 12 families, which was the program's capacity and was easy to organize since food is usually ordered in dozens. Some of the money made on the harvest box program was used to pay the non-profit to lead workshops during the school year.

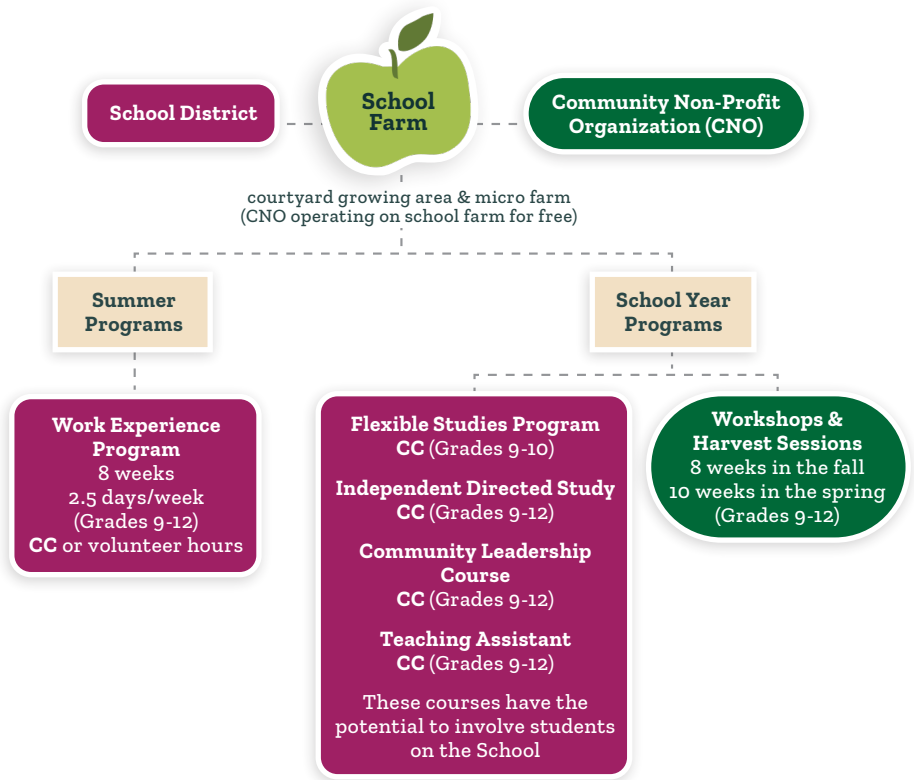
Curriculum



The school year programming consisted of harvest sessions for eight weeks in the fall and 10 weeks in the spring, where students could come out to learn about the food system and participate in harvesting food to use for the school meal program and workshops. Workshops included canning, composting, food security, and tours of the micro-farm. The district-funded summer program ran for two and a half days a week, where students helped care for the micro-farm, sometimes sold food at farmers markets or to restaurants, and then signed up for weekly shifts to sell produce at partner businesses' markets. Students also participated in workshops and field trips to local farms. The summer program could either be taken for volunteer hours or for credit as an eight-week Work Experience course (open to all high school students in the district), which students needed to graduate. The school district received money from the government for each student who completed the summer credit, and a percentage of that money was allocated to the non-profit, that ran the summer programming.

During the school year, the teacher champion supported the integration of the school farm into a few different courses offered by the school district. The Flexible Studies Program (grades 9-10) was a community-organized program that students could apply

for that integrated physical sciences, life sciences, and the humanities. The course ran every afternoon for two years in a row. If students wanted extra credits, they could do an independent directed study. Students could also take a Community Leadership course (grades 9-12) and Food Studies course (Grade 9-12) which worked with the school farm, or they could sign up to be a teaching assistant and receive a credit to assist the teacher champions in running the school farm programs.

Size: 2,000 ft, 200-250 18-inch growing containers
Responsible for Farm Management: Non-Profit Organization
Educational Offerings: Organized by: Non-Profit Organization and School District



-  Funded by Community Non-Profit Organization
-  Funded by the School District
- CC- Course Credit
- \$- Stipend/Wage for Students

School Farm 4 in District B

Farm Beginnings

School Farm 4 was managed by a sole proprietorship business in the community. A local farm and business that had its main farm site in the area leased and operated the land on the school district property for free in exchange for offering educational programming. Because the school farm was maintained as a full-time production farm, it was consistently productive, taken care of by a private staff, and profitable.

Farm Infrastructure and Distribution Channel

The farm size was determined based on how much land the farmer would need to produce enough food to sell to fund educational programming. A quarter to one third of an acre would grow enough produce to be able to pay for the whole operation to exist. The farm started with a \$10,000 grant which paid for built structures that are now owned by the school including a fence, greenhouse, irrigation, and some soil. The farm also had a 10-foot diameter Indigenous medicine garden. The farmer believed that the school's buy-in was based on the idea that the farm would be financially self-sufficient. About 80% of the produce was sold to restaurants, sold in CSA boxes, sold in upscale local restaurants, or donated to the food bank.

Curriculum

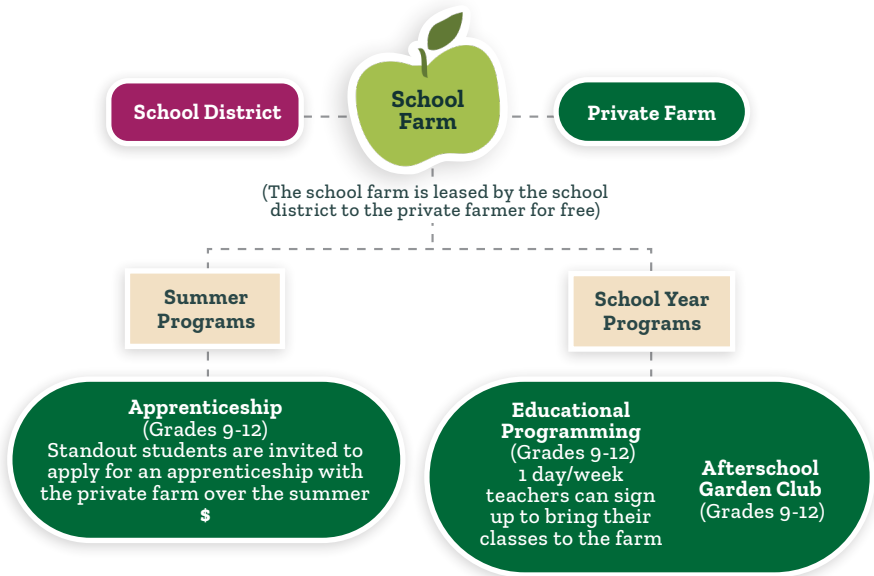
The farmer opened the site one day a week for teachers in the district to come for educational programming. Teachers were invited to bring in their own curriculum to tie into farm sessions for which School Farm 4 provided materials and recommendations. Otherwise, the farmer led students through the necessary activities on the farm for that day, grounding students in an intentional sharing and stretching circle at the beginning of class before engaging them in farm work. Students and teachers were invited to take and use as much produce as they would like during their visits. The food studies teacher is the teacher champion and worked hard to integrate their classes with school farm activities such as harvesting produce for use in their class.



Though there was no academic credit for a specific school farm course, students who were keen on working on the farm were invited to join the school's after-school garden club to continue working with the farmer and culinary arts teacher. Students with exceptional commitment and dedication to the project were invited to participate in a paid apprenticeship over the summer.

Size: 1/3 acre

Responsible for Farm Management: Private Business

Educational Offerings: Organized by: Private Business and School District



-  Funded by Community Non-Profit Organization
-  Funded by the School District
- CC- Course Credit
- \$- Stipend/Wage for Students

School Farm 5 in School District C

Farm Beginnings

This farm was owned and managed by the school district. The school farm staff members were employed teachers within the school who taught their courses out on the farm during the school year and made management and production decisions related to the farm. These high school teachers as well as teachers from the middle school and elementary school were employed by the school district over the summer to run programming exclusively on the farm. Every year, the school farm receives funding for teacher salaries and supplies based on how many students are registered. 85 students are required to make the program financially viable through school district support and community donations.

Farm Infrastructure and Distribution Channels

The farm consisted of two acres of sweet corn, two acres of vegetable beds, large bushes of a variety of berries, beehives, a greenhouse, a pump, an irrigation system, a fridge, and steel boxes for storage. There were six raised beds designated for elementary and middle school students. The school farm also raised chickens, turkeys, ducks, quail, and rabbits. [Refer to this FarmEd Toolkit for information about livestock]

The Red Seal culinary arts teacher employed by the district utilized the produce from the farm for meals sold at lunchtime through the cafeteria. Students who made the food in this class would often purchase the meals in the cafeteria. Sometimes, there was excess food, so the school farm would donate it to the culinary arts program and, in exchange, the culinary arts course would cook food for the school farm courses to share. There was a reciprocal relationship between the programs.

The farm also sold produce to the resource program, and through public sales; students also took a lot of the produce home. The main fundraisers for the school farm were a plant sale and a 14-week CSA for 30-40 people, both of which were entirely student-run. The school farm also supports food access programming by distributing food to a non-profit that made soups and food daily for 850 food-insecure students within the district and preparing harvest bins for another non-profit that supports women and families transitioning out of abusive situations. The school farm inconsistently sold produce to restaurants and local grocery stores but had to rely on people donating their time and appropriate vehicles to transport the food.

Curriculum

Students had the opportunity to take five agricultural courses throughout the year (this varied slightly on a year-to-year basis). One of the courses allowed them to get credit for a local university agriculture course. First semester courses tied to the farm finished gleaning the summer harvest and focused on the greenhouse and classroom learning of agriculture. Then in February, the second term course started with book work and moved into planting seedlings. Most of the production happened during the summer program. The school farm teachers hosted classes on field trips and gave tours throughout the year to allow more teachers to get involved. For the elementary and middle school teachers who had their own raised beds on the farm, the teachers would go through training with the school farm teachers so they could manage their gardens and come with their classes independently.

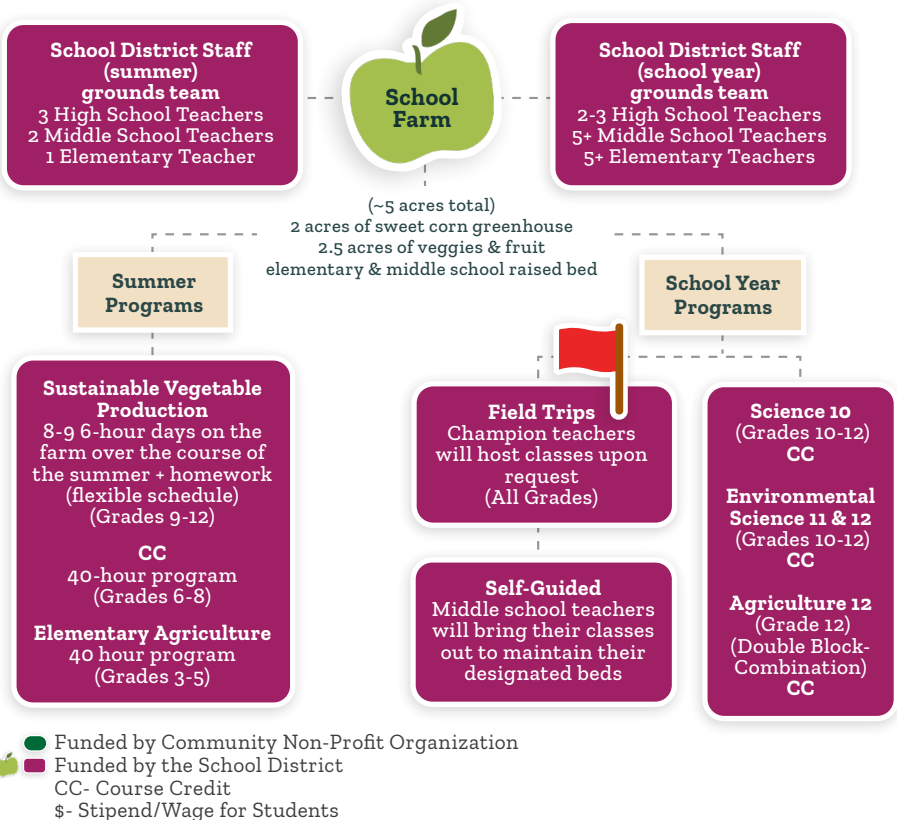
During the summer there was a production-focused Board Authorized course. Recently, the average number of students that participated in the summer program was 90 high school students, 25 middle school students, and 25 elementary school students.

For the summer programming, grade 8 students were recruited so they could start taking high school courses before getting to high school. They had the opportunity to meet teachers they were going to have in the coming years and met new friends before entering secondary school. Students in grades 8-12 came eight or nine times over the summer for six-hour days. The culinary arts teacher came in to do cooking days and students were required to take food home and prepare it as part of their homework. Students could choose their own schedule throughout the summer and could sign up for whatever eight days worked best for them. This allowed students the flexibility to enjoy their summer breaks and earn course credit, and it dispersed the 90 students so there were fewer people on the farm at any one time, which allowed the school farm teachers to take a week off or go on summer holiday.

Size: 5 acres

Responsible for Farm Management: School District

Educational Offerings: Organized by: School District



School Farm 6 in School District D

Farm Overview

This school farm was owned and managed by the school district. While the school farm had designated staff, these staff were teachers employed by the school district. Since the pandemic, the school district partnered with a non-profit to bring in a farmer who maintained the production side of the farm and occasionally taught workshops on soil health. Participants from this district included a school farmer (funded by a non-profit), the school farm program coordinator and teacher, and a community volunteer who worked with the program and is also a retired teacher.

This program was free because the district wanted there to be “equitable access to food knowledge.” Funding for the farm program came largely from the School District. They paid for teachers, education assistance, a part-time administrator, the operating costs for the building, bussing, supplies, custodians, etc. The local Farmers’ Institute hosted an annual gala and donated the proceeds to the school farm to support students who wanted to become local farmers. Community members also helped fund and support the program; a seed company offered discounted seeds; and a local hardware store offered students discounts on gloves and equipment.

Farm Infrastructure and Distribution Channels

The school farm was located on a parcel owned by the district which used to be a primary school. There was a main building with a meeting space, classrooms, two industrial-size refrigerators, a kitchen, a gym, and offices. The farm had a hoop house. Having a building on site increased the operating costs of the program. School farm food was sold through an honor box farm stand, a 25-person CSA, and excess was given to the non-profit-run 68-person CSA or the local food bank. Proceeds from the farm during the growing season went to the non-profit for the management of the farm. Guidance counselors also informed parents that they were welcome to a weekly full bag of food if they wanted it. The school farm partnered with another non-profit where a chef came in a few days a week to help the kids make lunch for the 25 people in the program.

Curriculum

Students received four course credits (50% of their total annual credits) by attending school year programming. Their schedules alternated between Day 1 and Day 2 classes, like an academy, so they came to the farm during Day 1 days and returned to their traditional courses at the high school for Day 2. In September to early November, students were mostly learning outside, and then late November to February was intense classroom learning with experiential activities inside and occasionally outside. From March to June, classes were back out on the farm. Enrolment was lower in Grade 12 students because the school farm program required them to miss out on 50% of their senior year, including in-school graduation events. The full-time participants were in grades 9-12. Every class in Grades 1 through 6 attended at least one field trip day on the farm.

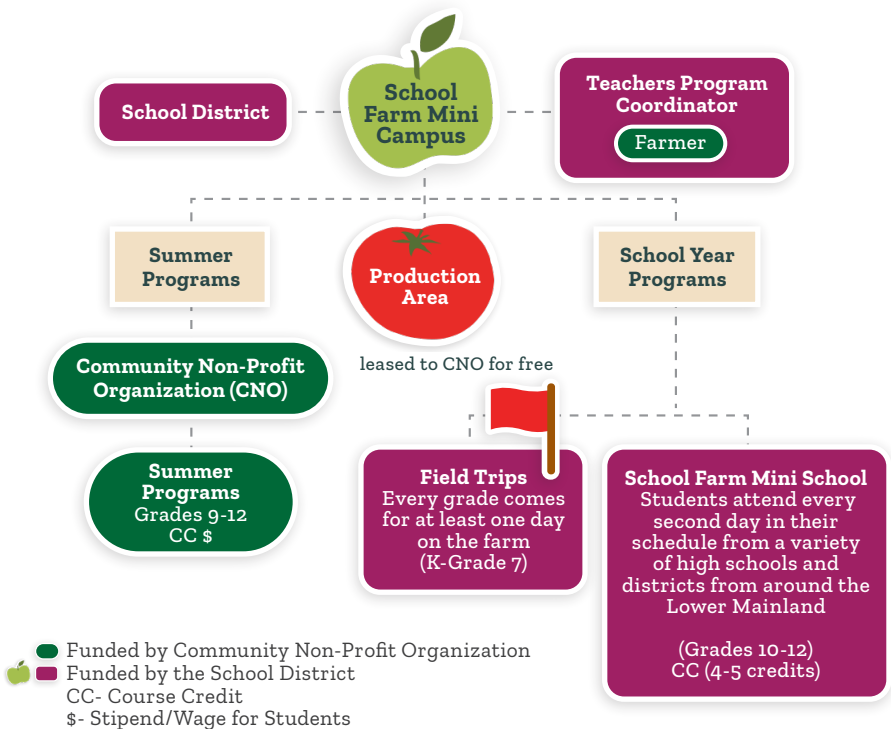
The summer leadership program was run by three interns from the partner non-profit who came in early June for a crash course on the farm before running the programming for six weeks. The summer students spent half the day doing farm work and the other half of the day in courses or workshops. Student participants were paid a stipend at the end of the summer. The program coordinator was a classroom teacher who made connections to agriculture and farming and then also ran the farm program, sourcing seeds and materials and planting everything prior to the farmer coming on board.

There was no interview process for students to be a part of the school year school farm program. Many students wanted to continue their work from the summer programming and signed up for the courses during the school year. Students could contact their guidance counselors to sign up or they could be referred by their guidance counselors or school administrators. The farm hosted site visits and an open house so parents, students, and counselors could come and view the farm together and ask questions before signing up.

Size: 8 acres

Responsible for Farm Management: Non-Profit Organization

Educational Offerings: Organized by: Non-Profit Organization & School District



School Farm 7 in School District E

(This farm was not part of the case study. Information reported here is from February 2023)

Size: 0.1 acre farm and medicine garden, 0.08 acre orchard, 7 acre healing forest
Responsible for Farm Management: Non-Profit Organization
Educational Offerings: **Organized by:** Non-Profit Organization and School District

Farm Overview

School Farm 7 is an alternative educational program based on Indigenous ways of knowing. In partnership with the school district, the non-profit aims to work with youth, staff, and Knowledge Keepers to build community connections to the land. The non-profit funds a 0.8 FTE educator position who, supported by the organization's experiential learning team, leads the farm planning and maintenance as well as the educational schoolyear programming. Support and learning opportunities for this role are also provided by the Indigenous Education Department team. Dedicated volunteers help weekly with general farm maintenance and tasks.

Two Indigenous Educators working with the Indigenous Education Department of the School District kickstarted the garden program by building medicine wheel beds, and youth workers and teachers started working with youth in the garden. At the end of that year the greenhouse was built in preparation for a native plant propagation program. The non-profit signed an MOU to maintain the garden, run programming, and work with the community on a visioning process to guide the project moving forwards. One of the main visions is to create a natural oasis where fun, traditional, intergenerational learning could happen. There is an annual review of programming and how work aligns with the shared vision for the site.

Farm Infrastructure and Distribution Channels

The farm has a small and heated greenhouse used for native plant propagation, starting seeds and growing hothouse crops. The farm uses in-bed and drip irrigation. There is also a semi-permanent harvest station set up to support vegetable harvesting and processing for the market. Farm equipment is mainly hand tools but the non-profit shares a seeder and flame weeder with other school farm sites.

Medicine Garden: Four sacred medicines are grown: Tobacco, Sage, Sweetgrass, and Cedar. Students are involved in growing and processing for use in programming with Indigenous Educators.

Healing Forest and Salmon Stream: There is a small trail system in the seven-acre forest, an outdoor classroom with a large chalkboard, and four large, metal picnic tables.

Native Plant Nursery: native plants from the nursery are reintroduced to the forest (e.g., thimbleberry, Sitka spruce, and dune willow) where invasives are removed. They are also used as part of programming and are available for purchase at a weekly seasonal market.

Food production and distribution: Food grown is used in school programs (spring and fall) and summer youth and summer camp programming. The nonprofit runs a weekly market on-site every Thursday starting mid-May through to mid-October as well as a small (five to ten) shares CSA program. Students help to harvest the vegetables as well as set up the market stand each week. During the summer months, local youth in non-profit programming help with harvesting, and running the market.

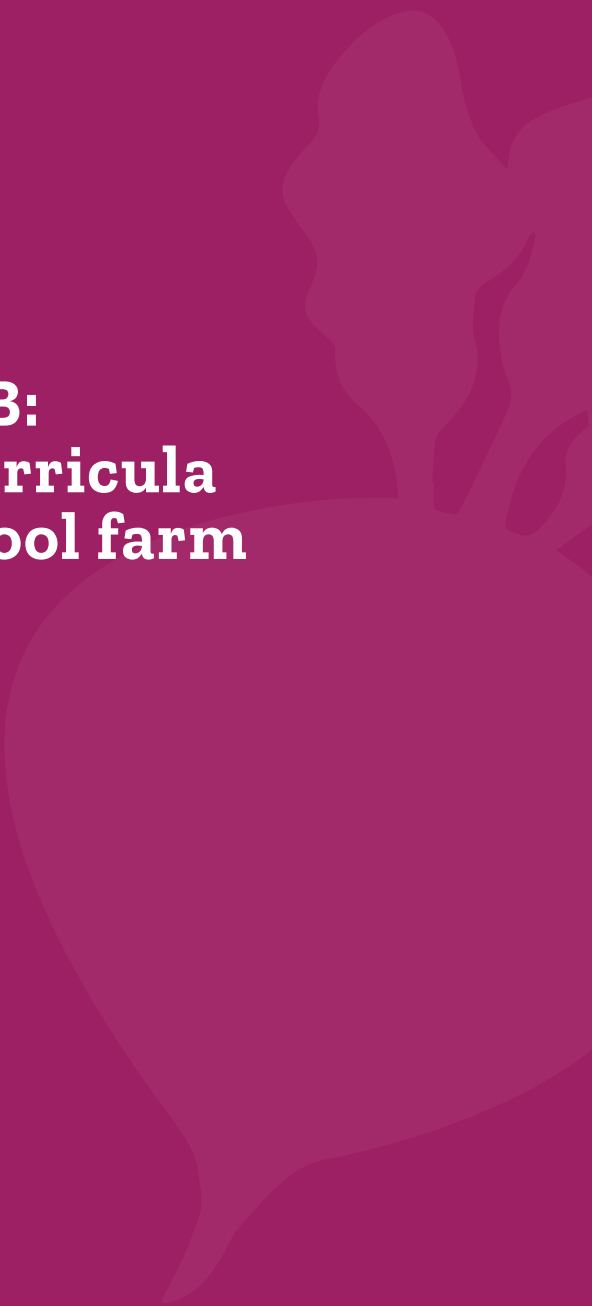
Curriculum

A schoolyear weekly leadership course is offered. Summer programming is both a six-week youth leadership program with a stipend for participants and an accredited course funded by both the local non-profit and school district. The nonprofit also funds and runs three to four weeks of summer day camp programming for children aged 6-12.

Plans are in place to develop a field trip program where the nonprofit will lead field trips one day per week (spring and fall) in collaboration with partners. The aim is to also have an Indigenous Knowledge Keeper be part of the field trip programming.



**Appendix B:
Example cirricula
from a school farm**



Sardis Secondary School in Chilliwack, BC

These courses were all Board Authorized

Twelve-Credit Semester Courses



Agriculture 12

with partner university (12 high school credits and three university credits)

- Satisfies 3 grade 12 courses and a first-year university agriculture course.
- Students spend a large component of their time on the school farm planning, implementing and managing crops and working on the CSA program offered by the Ag program.
- Students complete a project that coincides with their passions in agriculture in either: pest management, crop planning, or the business of agriculture.
- There is an opportunity to partner with university to give students a head-start in their post-secondary agriculture education.



Biology 11/Environmental Sciences 11 (Agriculture)

- This is a back-to-back course of regular Biology 11 and Environmental Science 11.
- The course explores all of the organisms on the planet, how they interact and how humans impact the changing the world around us.
- The hands-on component of the course includes dissections and sustainable agriculture and forestry applications, such as Integrated Pest Management.



Science 10/Agriculture 11 (Doubleblock)

- Completes graduation requirements for both Science 10 and Science 11.
- Students Spend a large component of their time in the course working on the school farm learning about field crop production.
- The course includes time at the school farm greenhouse and participation in several agricultural field trips.
- Science 10 concepts will include, genetics, physical chemistry, energy, and space. Genetics and chemistry will be taught with an agricultural focus, including topics in genetic selection, GMOs, soil composition and more.
- Science 11 credit will include the sustainability of agriculture, forestry and fisheries in BC.

4 Credit Semester Courses



Agriculture 11

- Teaches concepts around food production using hands-on methods, primarily at the school greenhouse.
- Students learn about animal agriculture through field trips and guest speakers.
- The course is 50% theory and 50% hands-on activities in the greenhouse or at the school farm.
- Topics will include the sustainability of agriculture, forestry and fisheries in BC.



Agriculture 12

This course is an extension of Agriculture 11.

- Students are given greater responsibility in managing aspects of the greenhouse and school farm. They will be involved in crop planning, managing sales of produce, and spend time learning about current global issues in the world of agriculture and food production.

4 Credit Semester Courses:



Sustainable Vegetable Production 10/11/12

- Classes run twice a week. Students must attend eight to nine out of the 18 possible sessions for 48-54 hours of course time
- Students cook meals at home with farm-fresh produce and create a digital story photo log to document the farm-to-table process for the remaining 24-32 hours of course time
- Students learn skills in land preparation, planting, weed control, pest management, fertilizing, pruning, harvesting, marketing and sales.
- Students work alongside community partners who are specialists in the various commodities grown.
- As a side benefit, students are encouraged to prepare the food and eat it with their families.

For more information email Joe Massie at joe_massie@sd33.bc.





**Appendix C:
Example of a school
farm contract**

Below is an example of a contract between a school district and a farmer working together to start a school farm.

This contract was developed with the help of the B.C. Land Matching Program delivered by **Young Agrarians**, who can help connect partners and people to land, facilitate negotiations between entities, and develop mutual agreements with legal review between entities.

⋮
⋮ **← Visit Young Agrarians:**
⋮ <https://youngagrarians.org/tools/>
⋮

Everything from utilities, land-use, construction, gatherings, processes for decisions, and operations are laid out below. This contract was developed to meet the specific needs of this school and the farmer involved. The farmer, as well as district representatives from facilities and administration, were involved in developing this agreement. Appendices within this contract have been removed for confidentiality.

****While this contract may serve as a template for a school farm, remember that these contracts follow long periods of relationship building and discussions, and a contract should reflect the community's specific needs. It is essential to customize agreements to an individual's negotiations, and it is advised to work with the support of a Young Agrarians Land Matcher, or independent legal counsel, to facilitate conversations.*

.....

THIS AGREEMENT made the (date) (in pursuance of the Land Transfer Form Act - Part 2), and effective the 1st day of (date) (the "**Effective Date**").

BETWEEN:

School District Name

of (address) hereinafter referred to as the "**Licensor**".

AND:

Farmer Name

of Farmer Address hereinafter referred to as the "**Licensee**".

The Licensor and the Licensee may be collectively referred to as the "**Parties**" or individually as a "**Party**".

WHEREAS

A. The Licensor is the registered owner of the following property in (location name), commonly known as (school name), and legally described as:

Address:

PID:

Legal Description:

(hereinafter referred to as the "**Property**");

B. The area on the Property as shown on the map attached to this Licence in Appendix A-1 is hereinafter referred to as the "**Licensed Area**";

C. The Licensee wishes to have possession of and use of the Licensed Area, for the purpose of [farming legal commercial crops for local food production over and above household self-sufficiency] (the "**Permitted Use**").

D. The Licensee wishes to have use of portions of (school name) for the sole purpose of access to [Washrooms, Equipment Storage, refrigerated food storage, and food processing], as shown on the map attached to this License in Appendix A-2 on the Licensed Area (the "**Permitted Use**"); and

E. The Licensor agrees to grant the Licensee a non-exclusive licence to use the Licensed Area for the Permitted Use, subject to the terms and condition set out in this Licence.

Scope of the Licensed Area

1. The Grant of License includes:
 - a. portions of buildings on the Property as of the Effective Date;
 - b. improvements constructed on the Licensed Area during the term of this License;
 - c. ways, paths and passages on and to the Licensed Area;
 - d. privileges, advantages and appurtenances whatsoever related to the Licensed Area.

Pre-existing Terms or Easements

2. This grant of licence is subject to:
 - a. existing terms contained in any original grant of the Property or in any other disposition from the Crown with respect to the Property; and
 - b. any highway, or public right-of-way, watercourse, right of water or other public easement found on the Property.
3. The Licensee does not acquire any interest in the Property under this Agreement. The Licensor does not grant to the Licensee either by this Agreement, through prescription or otherwise any interest in the Property other than the right to use the Licensed Area pursuant to the terms of this Agreement. The Licensor's rights, other than those specifically granted under this Agreement, remain in force.
4. The Licensor represents that the Licensor has informed the Licensee to the best of their knowledge of any and all pre-existing terms or public easements described in Clause 2.

Duration of License

5. This Licence will be in effect for 53 months, starting on the Effective Date and ending on (date) (the "Term").

Meeting to Evaluate Agreement

6. The Parties will meet within the time period of July 1 and August 1 annually in each year that this Licence is in effect to evaluate the Licence and to determine if any clauses of this Licence need to be altered.

License Fee Payable

7. In lieu of an annual License Fee, the Licensee will operate the Licensed Area as an outdoor learning classroom for students of the Licensor and on-site students, in partnership with the on-site school and district leads, in the manner determined from time to time by the Licensee in collaboration with the Licensor, farm project leads and teachers of the school. There will be a free exchange of student volunteer labour and knowledge.

Renewal

8. Prior to (date), the Parties will determine by mutual written agreement if the Licensor will grant to the Licensee a renewal Licence of the Licensed Area for a further term of 3 years, subject to the same covenants, provisos and agreements as herein contained with the exception of this clause.

Termination

9. Without limiting any of its other rights or remedies, the Licensor may terminate the licence granted under this Agreement:
 - a. by giving the Licensee 180 days advance written notice that the Licensor wishes to terminate this License; and
 - b. without giving the Licensee any prior notice if the Licensee breaches any of the Licensee's obligations under this Agreement.

Ownership and Transfer

10. The Licensee owns all personal property improvements (chattels) brought or made on the Licensed Area at the Licensee's expense or on the Licensee's behalf during the period of time covered by this License.
11. All improvements to the real property (fixtures) made on or to the Licensed Area at the Licensee's expense or on the Licensee's behalf during the period of time covered by this License remain on the Licensed Area, without any form of compensation to the Licensee at the termination of this License.
12. Any hard equipment (Appendix A-2) for start-up purchased by the Licensor (such as tools, hoses, hose bib) through its own fundraising/grants will remain on the property. The Parties will collaborate in regard to the creation of future infrastructures and equipment that are deemed necessary, such as a storage shed, plant boxes, composter, etc.
13. The Licensee is responsible, at its own cost and risk, to supply soil, soil amendments, seeds, plants, and other consumable materials necessary for the Farm.

Utilities

14. The Licensor shall be responsible for utility cost and provision including water, hydro, garbage collection, and all other utilities supplied to or consumed on the Licensed Area.
15. Additional waste removal from the Licensed Area beyond regular district facilities job descriptions, to City and/or Municipal Yard, will be the responsibility of the Licensee.
16. The Licensor shall not be liable for any water quality or supply issues beyond the Licensor's reasonable control.

Other Costs

17. The Licensee shall pay and be responsible for other costs that the Licensee determines is necessary above what is already provided by the Licensor, including, but not limited to, equipment, fuel, snow removal, security service, insurance, pest control and all other costs, charges, outlays, and expenses in connection with the Licensed Area or any improvements thereon.

Taxes

18. The Licensor must promptly pay all taxes, levies, duties, assessments, and licence fees whatsoever whether municipal, school, provincial, parliamentary or otherwise levied, imposed or assessed against the Property or upon the Licensee in respect thereof.

Liens

19. The Licensee must not allow the filing of any liens, judgments, or other charges against the Property. In the event of the filing of any liens, judgments, or charges against the said Property as a result of the actions of the Licensee, the Licensee must, within 30 days of being advised of same, take all necessary steps to have the liens or charges discharged or cancelled.

Responsible Use

20. The Licensee must use the Licensed Area in a socially responsible manner, causing no harm and creating no nuisance to neighbours. The Licensee takes responsibility for use of the Licensed Area by members of the Licensee's families, employees, friends, or visitors.
21. In the absence of the Licensee having a staff/volunteer code of conduct, (school district name) Staff Code of Conduct and site-based Code of Conduct will apply. Volunteers/staff working at the farm site will always conduct themselves professionally, mindful that they are viewed to be representing (school district name). (Employee Code of Conduct: AP, insert link to online AP)

Financial Information

22. The Licensee shall, if requested, provide such reasonable financial information as the Licensor may require, for the purpose of collecting and sharing information on the school farm model.

Construction

23. The Licensee may construct and install on the Licensed Area such temporary improvements as the Licensee considers necessary or desirable to enable Licensee to use the Licensed Area for the Permitted Use provided that:
 - a. no improvements shall be constructed or installed on the Licensed Area unless Licensee shall have first delivered plans and specifications to the Licensor, and obtained the Licensor's written consent to construct or install these improvements;
 - b. all work associated with the temporary improvements shall be done in a good and workmanlike manner by qualified and experienced contractors, professionals, or tradespeople; and
 - c. the Licensor will grant the Licensee first right of refusal as an independent contractor for work associated with improvements on the Licensed Area for which the Licensee is qualified, in accordance with the Licensor's policies.
24. The Licensor will diligently attend to the Licensee's requests and will not unreasonably deny consent.

Operations

25. The Licensee must:
 - a. use the Licensed Area only for the primary purposes of the Permitted Use;
 - b. not cultivate cannabis on the Licensed Area;
 - c. not use gas powered tools during school hours;
 - d. ensure adequate and proper parking of vehicles only in areas designated by and to a standard acceptable to the Executive Director of Planning & Operations of the Licensor and/or his designate;
 - e. maintain a visitor log for use in Emergency Procedures;
 - f. perform all acts required to be done under any Act or by regulation or by-laws with respect to weed and insect control;

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- g. at its own cost comply with all environmental laws and shall not suffer or permit any environmental contaminants, hazardous materials, pollutants or toxic substances to be brought onto or released within or from the Licensed Area. The Parties acknowledge that the Licensee is permitted to use substances generally recognized as being in accordance with modern horticultural practices in the Province of British Columbia;
- h. comply with all the laws, rules, regulations and ordinances and by-laws of any government or other body having jurisdiction over the Licensed Area;
- i. at the time of expiry or termination leave the Licensed Area in the same or better condition than recorded on the Effective Date; and consider Indigenous and native plants for incorporation into this project.
26. The Licensee acknowledges that the B.C. Tobacco and Vapour Products Control Act and Cannabis Control and Licensing Act prohibit the consumption or use of tobacco, vapour and cannabis products (the "TVC Ban"), and that the Licensor's policies prohibit the consumption of alcohol (the "Drinking Ban"), in all school district buildings and on all school district lands. Failure to abide by this clause may result in immediate termination of this License, at the Licensor's discretion.
27. The Licensee must ensure that in using the Licensed Area for the Permitted Use, no act whatsoever shall be done or omitted to be done in or upon the Licensed Area, which may result in nuisance, damage or disturbance to the occupiers or owners of any Property or premises adjoining the Property or to the holders of any easement, right of way or other encumbrance charging the whole or part of the Property.
28. To minimize theft from or vandalism of the Farm, and to educate the school community about the Farm, the Licensee and the Licensor will collaborate and partner regarding appropriate signage throughout the Licensed Area. The Licensor will be responsible for producing and hanging signage.

Events

29. The Licensee may be able to host events, harvest celebrations, community volunteer days and other programs that extend beyond this agreement.
30. If washroom facilities are required for events outside of regular operating days (ie. weekends, holiday breaks) they will enter into a separate written rental agreement with the Licensor, in accordance with the Licensor's Policies (covering CUPE in-school, clean-up costs).

Refrigerated Area

31. Adequate refrigeration for produce will be provided by the Licensor. Additional space for food processing may be available in the school upon agreement. Access may be available throughout the school year and summer upon agreement.

Repair and Maintenance

32. The Licensor assumes full responsibility for repair and maintenance of infrastructure on the Licensed Area as of the Effective Date or constructed by or on behalf of the Licensor on the Licensed Area during the term of this License. The Licensor reserves the right to manage repairs and maintenance at the Licensor's discretion. In the event that the Licensee conducts repairs and maintenance to infrastructure, with advance written permission from the Licensor the Licensee may be compensated by the Licensor for the cost of such repairs and maintenance.

Licensee Access

33. The Licensee shall work closely with the Site Administrator to arrange for a right of access, in common with the Licensor and invitees of the Licensor, over portions of the Property reasonably required by the Licensee to access the Licensed Area. The Licensor may stipulate access limits and routes, and the Licensee shall ensure that its staff and invitees respect those stipulations.
34. If deemed prudent or necessary by the Licensor the Licensee will:
 - a. designate the boundaries of the Licensed Area by notices, posted signs, fences or otherwise, as approved by the Licensor;
 - b. control, regulate and direct the movement, activities and the access and entry of all Licensee employees, agents, contractors, consultants, Licensees or any other persons for whom Licensee is responsible to or on the Licensed Area; and
 - c. regulate the use and movement of vehicles of all Licensee employees, contractors, consultants, or any other persons for whom Licensee is responsible to or for on the Licensed Area.

Licensor Access

35. The Licensee must permit the Licensor to enter the Licensed Area:
 - a. at any time where such will not unreasonably disturb or interfere with the Licensee's use of the Licensed Area, to examine and inspect the Licensed Area; and
 - b. as determined in collaboration with the Site Administrator and District Leads to operate the outdoor learning classroom as outlined in Clause 7.

Operating Committee

36. An Operating Committee shall be formed and comprised of the following members:
 - a. Treasurer of the Board, the Site Administrator, a Facilities Department Representative, and Financial Representative; and The Licensee and an additional representative as deemed necessary by the Licensee.
 - b. The Operating Committee's mandate shall be to consider and solve operational issues brought forward by either party affecting the successful operation of the Farm in a timely fashion.

Dispute Resolution

37. If any dispute remains unresolved, the Licensee will inform the Licensor's Executive Director of Planning & Operations. The Executive Director of Planning & Operations will work with the Licensee to resolve disputes in a timely fashion.

Quiet Enjoyment

38. The Licensor must:
 - a. not interfere with the personal lives, associations, expressions, or actions of the Licensee, except insofar as permitted under terms and conditions of this License; and
 - b. not use the property in a manner that would derogate from the Licensee's rights under this Agreement.

Non-Waiver

39. If the Licensor does not insist upon strict performance of any of the conditions in this Licence this is not a waiver or relinquishment for the future of any such condition unless the Licensor gives a waiver in writing. The acceptance of any Licence Fee or performance of any Licence condition by a person other than the Licensee shall not be construed as an admission by the Licensor of any right, title or interest of any such persons as a sub- Licensee, assignee, transferee or otherwise in place and stead of the Licensee.

No Relief from Obligations

40. No inspection undertaken by the Licensor, granting of a consent by the Licensor, delivery of plans, specifications, or other information to the Licensor nor Licensee's compliance with any orders or directions given by the Licensor shall relieve Licensee from complying with, or derogate from Licensee's obligations to comply with, the Licensee's obligations under this Agreement.

Assignment or Sublicensing

41. This Agreement and the License are personal to the Licensee and may not be assigned or sublicensed, including by succession or operation of law, except with the prior written consent of the Licensor, which may be withheld in the absolute discretion of the Licensor. In no event shall any assignment or sublicensing release or relieve the Licensee from its obligations fully to perform all the terms, covenants, and conditions of this License on its part to be performed. It is agreed that any change from the present control of the Licensee shall constitute an assignment of the License requiring the prior written consent of the Licensor.

Insurance

42. The Licensee shall maintain at its own expense contents and liability insurance as the Licensor may reasonably require and shall provide the Licensor with evidence of such coverage upon request. The Licensee shall be responsible for securing its own property and the property of others in its care and control in the Licensed Areas, and for ensuring the safety of its staff and invitees and hereby releases the Licensor from any and all liability whatsoever in respect thereof. Without limiting the foregoing:
- a. The Licensee shall during the Term of the License maintain general liability insurance insuring against bodily injury, personal injury and property damage arising out of the use and occupancy of the Licensed Area by the Licensee in an amount of not less than Five Million (\$5,000,000.00) Dollars per occurrence or such greater amount as the Licensor may from time to time designate. The Licensor shall be added as an additional insured and such insurance shall be endorsed to provide the Licensor with 30 days advance written notice of cancellation or material change and be placed with insurers licensed in British Columbia;
 - b. The Licensee shall provide the Licensor with evidence of required insurance prior to the commencement of the License and such evidence shall be in the form of a completed Certificate of Insurance (**attached here as Appendix 2**);

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- c. If the Licensee does not provide or maintain enforce the insurance required by this Agreement, then the Licensor may take out the necessary insurance and pay the premium for periods of one year at a time, and the Licensee shall pay to the Licensor the amount of the premium immediately on demand; and
- d. If both the Licensor and Licensee have claims to be indemnified under any insurance required by this Agreement, then the indemnity shall be applied first to the settlement of the claim of the Licensor and the balance, if any, to the settlement of the claim of the Licensee.
43. The Licensor represents that the Property is insured by the Licensor. The Licensor has liability insurance through the provincial Schools Protection Program with respect to its K-12 operations on District property. The Licensor will maintain such insurance for the duration of this License. The Licensee shall not do or omit to do or permit to be done anything that will cause or have the effect of causing:
- a. the cost of the Licensor's insurance in respect of the Property to increase at any time during the License; or
- b. the Licensor's insurance in respect of the Property to be subject to cancellation.

Indemnity

44. The Licensor and Licensee each covenant and agree to indemnify and save harmless the other Party, its elected and appointed officials, employees and agents from and against all costs and expense caused to or incurred by the other Party and from all claims, demands, liens, losses, damages, actions, suits and other proceedings whatsoever and whomsoever made, brought or prosecuted caused by or arising out of the other Party's activities or exercise of its rights hereunder or the operation, use, maintenance or condition of the Licensed Area during the term of this License.
45. The Licensor and Licensee covenant and agree to save harmless the other Party, its elected and appointed officials, employees, and agents from and against any and all liability, actions, causes of actions, claims, damages, expenses, costs, debts, demands or losses suffered or incurred by the other Party arising from and default of the Party under or in respect of this Agreement.
46. The Parties shall inform the other Party promptly in writing of all claims for personal injury or death or loss of or damage to property arising out of the performance of the requirements of this Agreement of which the Party has knowledge and on settling any such claims shall use best efforts to obtain a release in respect thereof jointly in the name of the Licensor and the Licensee.

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47. The Parties shall on final completion or termination of the License provide the other Party with a statement containing the particulars of all claims for personal injury or death or loss of or damage to property arising out of the operation and maintenance of the Licensed Area of which the Party has knowledge, and which are still outstanding at such time.

Notice

48. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing by electronic mail and delivered to the Parties of this Agreement as follows:

Name: (the Licensor)

Address:

Email:

Telephone:

Name: (the Licensee)

Address:

Email:

Telephone:

or to such other address as any Party may from time to time notify the other.

Notice delivered by electronic mail will be deemed received 48 hours after the date the electronic mail is sent, or upon receipt of a response, whichever is first.

General

49. The Parties each warrant and represent, upon which warranty and representation the other Party has relied in the execution of this Agreement, that each Party has full right and lawful authority to execute this Agreement in the manner and upon the conditions and provisions herein contained.
50. The Licensee acknowledges and agrees that the Licensee has inspected the Licensed Area and has conducted all independent investigations of the Licensed Area that it has deemed prudent prior to executing this Licence.

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51. The Licensee represents and warrants that it has satisfied itself that the Licensed Area is suitable for the Permitted Use, and the Licensor makes no representation or warranty as to the suitability of the Licensed Area for the Permitted Use.
 52. Where there is more than one Licensee, the provisions herein shall be read with all grammatical changes thereby rendered necessary and all the covenants shall be deemed joint and several.
 53. Amendments and alterations to this Licence must be in writing, must be signed by both the Licensee and the Licensor and must be appended to this License.
 54. Time is of the essence of this License.
 55. This Licence is the complete and exclusive agreement between the parties and it supersedes all other agreements between the parties with respect to the Licensed Area, whether oral or written, including any renewals and extensions and restatements.

The Parties hereby agree to the terms of this Agreement, evidenced by their signatures below, as of the date first noted above.

THE LICENSEE

Signature

Print Name

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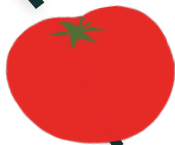
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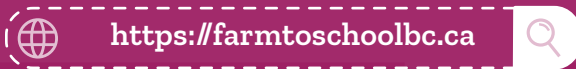
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