



# Home Grown

School Gardens  
in Wisconsin





# Home Grown: School Gardens in Wisconsin

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# Introduction

Wisconsin is a state dependent upon agriculture. While best known for its dairy production, our state is also a leader in cranberries, oats, snap beans, green peas, potatoes, and sweet corn production. Wisconsin's rich farming history should be celebrated and explored. One way to continue promoting our agricultural heritage is through gardening. Children are more likely to absorb and integrate food knowledge if they have real-life contact with agriculture. School gardens offer a wonderful medium for students to get their hands dirty and learn about food, agriculture, and nutrition. Numerous studies have demonstrated the benefits of school gardens, including:

- Increased science achievement scores,
- Improved environmental attitudes,
- Increased appreciation and respect for nature,
- Improved social skills and behavior,
- Improved life skills, including working in groups and self-understanding,
- Improved nutrition knowledge,
- Increased knowledge about benefits of eating fruits and vegetables,
- Increased interest in eating fruit and vegetables,
- Increased preference of vegetables, and
- Increased fruit and vegetable consumption

In 2013, Wisconsin Team Nutrition provided 12 schools with funds to start a school garden. Schools were able to use funds to:

- Hire a school garden coordinator,
- Purchase gardening supplies (i.e. shovels, hoes, seeds, wheelbarrow, bushel baskets, etc.),
- Purchase/print garden-based education materials,
- Purchase supplies for promoting the garden to students, parents, and the community, and
- Purchase food for classroom tasting and demonstration.

Garden coordinators completed an end-of-year evaluation and reported on garden size, struggles, and successes. Wisconsin Team Nutrition is pleased to share their stories with you and to offer general best practice guidelines to assist you and your school in starting a school garden.



# Aquinas Catholic Schools

## School Profile: Cathedral Elementary School

- Enrollment: 166
- Grade Levels Participating in Gardening: 3 year old preschool - 5th grade
- Garden Coordinator Position: Volunteer

## Garden Profile:

- Total space: 35' x 20'
- Garden type: raised bed – five beds, sized 4' x 8' x 10"
- Location: between school playground, back of school, and neighbor's fenced property

barriers faced	strategies used to overcome
Funding – the grant funding did not allow for the purchase of lumber for raised beds and soil. Approximately \$800 in outside funding was required.	Cathedral secured partnerships to obtain additional funding. Their Parent Teacher Organization was able to provide \$500 in funds and helped sponsor a school fundraiser that generated \$346.
Site Preparation – the unusually rainy and cool spring delayed the school garden timeline.	Adjustments to the original timeline were made to account for the weather. The beds were built and seeds planted later than anticipated. Classroom planting was done and seedlings were transplanted when the weather improved.
Communication – the number of active participants for the project was very large. Maintaining communication with all parties was extremely difficult but vital to the success of the program.	A lead teacher was identified and daily contact was made with each class/grade level. The lead teacher was responsible for passing information to and from the general education teachers. Additionally, the school set up a specific mail box in the office for the garden coordinator. This allowed for easy communication to pass between all parties.
Adoption of Activities/Staff Buy-In – initially some of the general education teachers were concerned of the extra work associated with the project and skeptical of the activities.	The school hosted a mini-workshop that included a parent-farmer and a parent-Montessori teacher that discussed the importance of agricultural education. The workshop showed the importance of garden-based education and resulted in full staff buy-in.



### elements of success:

- Committed garden coordinator with knowledge of gardening.
- Experienced lead teacher to coordinate/develop classroom activities/materials and champion the project.
- Parent volunteers.
- Partnerships with school and outside organizations.

### nutrition education:

- Healthy eating videos were provided at the beginning of physical education class.

### growing success

Theme gardens provide an easy way to divide garden responsibilities and allow all classrooms the opportunity to experience the stages of gardening. Cathedral Elementary built one raised bed for each grade level. Each class was assigned a different theme (Vegetable Soup, Salad Garden, Name Garden, Garden of Faith, Three Sisters Garden) and worked on their bed throughout the gardening season. Appendix 1 includes samples of the Cathedral theme gardens.



# D.C. Everest School District

## school profile: D.C. Everest Junior High School

- Enrollment: 800
- Grade Levels Participating in Gardening: 8th – 9th
- Garden Coordinator Position: Family and Consumer Education Teacher

## garden profile:

- Total space: 60'x120'
- Garden type: in-ground and raised bed
- Location: on school grounds, away from building to reduce foot traffic

barriers faced	strategies used to overcome
Labor Support – initial support was great, but as summer approached the number of willing volunteers decreased. Also, it is additional work for custodial staff on-top of their everyday duties.	A garden group was formed and cell phone numbers were collected so text alerts could be sent when help is needed. Additionally, sports teams and other school organizations were approached to use gardening projects as team building activities. The custodial staff was consulted to create a time line that everyone agreed on.
Wildlife Animals –deer living in the wooded area behind the garden would eat the crops.	The school built a fence to keep the deer out of the garden.
Weeds – due to the size of the garden, weeding was very labor intensive.	A number of strategies to keep the weeds down were tried: newspaper, cardboard, straw, and landscape fabric. The newspaper and cardboard were the most successful at keeping the weeds away.

## elements of success:

- Great garden location – on school grounds but out of everyday traffic.
- Community partnership and support:
  - An apple farmer donated apple trees which allowed grant funds to be used in other areas.
  - A local gardener came and tilled the ground.
  - A local greenhouse helped ready plants for planting and donated seedlings.
- Student buy-in – one student organization donated funds that allowed lumber for the raised beds to be planted.



### nutrition education:

- Lessons from the Nutritious, Delicious, Wisconsin curriculum book were used.
- Students learned the parts of the plant, edible parts of plants, and shopping for health. The goal for the upcoming school year is to use all school garden grown foods in these nutrition education lessons.

### how does your garden grow?

The D.C. Everest Jr. High School Garden received many generous donations from community members. These partnerships allowed the school garden to start at its large size of 60'x120'.

The garden included:

- 12 tree apple/plum orchard
- 30'x50' section for pumpkins and watermelon
- 15'x60' section for squash
- 25 berry bushes, 10 grapevines
- 5 rhubarb plants
- 6 planter boxes (herbs, flowers, tomatoes, chives, peppers, onions, cucumbers)





# De Soto Area School District

## school profile: Stoddard Elementary School

- Enrollment: 134
- Grade Levels Participating in Gardening: K-5
- Garden Coordinator Position: Food Service Director

## garden profile:

- Total space: 16' x 16'
- Garden type: raised beds (16' x 8' each)
- Location: near a bird garden on the side of the school

barriers faced	strategies used to overcome
Weather – the cold, rainy spring delayed the start of the garden.	The garden timeline was adjusted and many garden-related activities were re-planned to be offered as part of a summer school class.

## elements of success:

- Committed support from teachers, staff, and students.
- Available space.

## nutrition education:

- Summer school curriculum centered on weather and students learned about weather and gardening.
- School year garden curriculum will include the USDA Team Nutrition guides (Dig In! and The Great Garden Detective).
- Garden grown produce will be served during the school lunch program in the fall.

# Hillsboro School District

## School Profile: Hillsboro Elementary School

- Enrollment: 260
- Grade Levels Participating in Gardening: PK-5
- Garden Coordinator Position: Grant Coordinator

## Garden Profile:

- Total space: 30'x 25'
- Garden type: Raised beds (six beds total)
- Location: interior courtyard

barriers faced	strategies used to overcome
Weather – it was a challenge to schedule class time that coincided with weather conditions.	The school learned to be flexible. Most plants were started indoors which helped with the flexibility.
Garden Location – the garden is only accessible from inside the building. If community members want to volunteer they have to be let into the building.	The school is considering starting a phone tree and having a garden key made.
Summer Break – maintaining the garden during the summer months was challenging.	The school is partnering with some community groups to allow more volunteers to help with summer maintenance.

## elements of success:

- Turning the existing courtyard to a student-centered project has allowed the green space to be utilized.
- The fourth grade students took on the bulk of the work related to the garden and will be training the incoming fourth grade class during the harvesting season.

## nutrition education:

- Fourth graders went to each classroom PK-3 and completed various activities based on healthy eating and Wisconsin produce and products.
- Fourth graders also planned the beds in the garden by measuring, graphing, and mapping their beds.
- Fourth graders studied the various plants and where they would grow best.

# School District of Horicon

## school profile: Horicon High School

- Enrollment: 277
- Grade Levels Participating in Gardening: 9-12
- Garden Coordinator Position: AODA/Student Assistance Program Coordinator

## garden profile:

- Total space: 1.5 acres
- Garden type: in-ground
- Location: On high school campus

barriers faced	strategies used to overcome
Soil content – multiple types of soil were found in one field.	Plants and soil types were studied to determine which plants could grow in the school garden.
Weather – the field is in a marshy area that was exceptionally wet due to the rainy spring.	A group of people gathered on sunny days to get plants in the ground when it wasn't raining.
Weeds – due to the rain and the size of the garden, maintaining the garden proved to be difficult.	Students learned about non-harming herbicides.

## elements of success:

- Core leaders with past experience in 4-H and Future Farmers of America.
- Community volunteers.
- Committed students.

## nutrition education:

- Food tasting events in coordination with the Family and Consumer Science classroom were used.
- Students learned about nutrients and what foods they are found in.
- Students learned about My Plate.
- School hosted a "Try Something New" event to welcome 8th graders who will be entering high school next year. Garden education and food tasting was included in the event.



School District of Horicon (cont'd)

funding your garden

Upfront costs of your school garden are typically the most expensive. However, a plan to make the garden self-sustaining from a funding standpoint is a good idea. Horicon High School harvested crops and sold products at the local farmers market with profits being put into the school garden budget. They also have a Corn Broil fundraiser in conjunction with a community event to raise even more money for the garden.

peppers	pumpkins	
tomatoes		
radishes		
carrots		
onions		kale
strawberries		
peas		
beans		
cabbage		
cauliflower		
kohlrabi		
broccoli		
gourds		



# School District of La Crosse

## school profile: State Road Elementary School

- Enrollment: 305
- Grade Levels Participating in Gardening: K-3
- Garden Coordinator Position: Community Organization Member

## garden profile:

- Total space: six 4'x8' beds
- Garden type: raised beds
- Location: on school campus

barriers faced	strategies used to overcome
Weather – the cold, rainy spring delayed the start of the garden.	The garden timeline was adjusted and planting was started later than originally planned.
Staffing – a lack of funding made it difficult to secure staff.	Available funding was used to conduct taste tests and volunteers were recruited to assist in planting and maintaining.
Curriculum – coordinating curriculum with teachers is time consuming and sometimes difficult to sift through all resources.	Plan for future years to utilize <i>Dig In!</i> and <i>The Great Garden Detective</i> for the full school year to allow teachers to incorporate garden education into core subjects.

## elements of success:

- Secure funding to cover needs.
- Utilize free resources.
- Recruit volunteers from the community and maintain interest by holding events.

### nutrition education:

- All classrooms participated in seed planting, transplanting into the garden, and taste testing foods from the garden.
- Core subject content was included in these activities:
  - Math (square footage, grid system).
  - Science (plant life cycles).
- Plan to use *Dig In!* and *The Great Garden Detective* in subsequent years.

### cross curriculum education

School gardens provide students with a hands-on opportunity to learn about agriculture, health, and teamwork. Garden-based education is easily used in science class but doesn't have to be science related. Harvesting salad greens and conducting taste tests can be incorporated into math (counting or fractions), writing (observational journaling) or social studies (voting, democratic process).

Teachers may be concerned about incorporating garden-based education into their everyday curriculum due to limited gardening knowledge or concern over the time commitment. Consider offering an in-service on garden-based education and provide teachers with pre-developed curriculum resources. A number of available resources are listed in the "Resource" section of this guide.





# Manitowoc School District

## school profile: Washington Junior High School

- Enrollment: 600
- Grade Levels Participating in Gardening: 7th – 9th
- Garden Coordinator Position: School Social Worker

## garden profile: Christine Miller Memorial School Garden

- Total space: four 4'x8' beds, four 4'x12' beds, and a melon/pumpkin patch
- Garden type: raised beds, in-ground, and vertical planting system
- Location: on school grounds, near local water source

barriers faced	strategies used to overcome
Weather – the unseasonably cold temperatures and wet conditions delayed the garden timeline.	Planting was postponed until early June and focus was placed on composting, healthy eating, sustainability, world hunger, container gardening, and plant basics.
Water source – the garden was placed near a building water source that was not usable.	A work order was placed and 100 foot hoses were hooked together to provide water until the convenient water source was repaired. The increased effort to water the garden was a positive, as this added a physical fitness component to the garden education.
Construction – unexpected building construction negatively impacted the plants.	Students were able to learn about pollution and environmental impact while working to nurture plants back to health.

### elements of success:

- Core team of dedicated people including students, staff, parents, and community members.
- Cooking activities for students to learn cooking techniques and prepare and taste test foods. Successful products prepared were container garden salsa, strawberry freezer jam, jalapeno freezer jam, and spaghetti sauce.

### nutrition education:

- Curriculum unit based on ecosystems and how a garden is an independent ecosystem.
- Curriculum unit based on minerals, soil content, and how plants obtain nutrients.
- Science curriculum discussed chemical reactions, photosynthesis, and chromophores which allowed students to understand why plants need sunlight and water.
- Lessons on sustainable farming practices, environmental preservation, and composting.
- Health classes discussed how garden produce can be used to nourish a healthy lifestyle.



# Marshall School District

## school profile: Marshall Early Learning Center

- Enrollment: 360
- Grade Levels Participating in Gardening: PK-2
- Garden Coordinator Position: 2nd grade teacher

## garden profile:

- Total space: 61' x 112' x 96' (trapezoid)
- Garden type: vertical garden made out of pouches that attach to fencing, will include seven raised beds in the future
- Location: on concrete slab in front of school playground area

barriers faced	strategies used to overcome
Location – the original garden was to be an in-ground garden located on a grassy area by the playground. However, when Digger's Hotline surveyed the area, it was determined to be unusable.	Through research, a company was discovered that makes specialized garden pouches that can be attached easily to chain link fences. Grant funds were used to purchase these pouches. Additional research resulted in ways to insulate and build raised beds on concrete pads allowing the garden to be placed in the sunny area in front of the school, but out of major traffic areas.

## elements of success:

- Dedicated garden committee of 18 members along with a supportive school staff. The Director of Food Services and the Building and Grounds staff were all excited, helpful, and supportive in making our garden a reality.
- Community partnerships helped provide resources needed to fully fund all garden projects.

### nutrition education:

- Classrooms planted seeds, tested soil, and assisted in design elements.
- Vermicompost was introduced in one classroom and composting snack scraps to make nutrient rich soil was learned in other classrooms.
- Recycling became an area of focus as the vertical garden pouches were made out of recycled materials.
- The second grade Healthy Body and Nutrition unit incorporated many garden activities that directly connected with academic standards.
- Summer school classes continued to use garden activities as part of their curriculum.

### growing up

If you are limited in space but have a bare wall or fence, vertical gardening is a great way to grow. Vertical gardens can be designed to grow most of the same plants an in-ground garden can (flowers, salad greens, onions, strawberries, etc). Pre-made kits are available for purchase by a number of companies or you can try making your own out of plastic bottles or burlap sacks.





# Norwalk-Ontario- Wilton School District

## school profile: Norwalk-Ontario-Wilton Elementary School

- Enrollment: 400
- Grade Levels Participating in Gardening: PreK-6
- Garden Coordinator Position: 2nd grade teacher

## garden profile:

- Total space: 4 raised beds, 9 box beds
- Garden type: raised garden
- Location: grassy area next to school

barriers faced	strategies used to overcome
Location – initially the garden was planned to be located on top of a former parking lot with minimal dirt. This was forgotten until digging for the garden began. Proximity to a water source was also a problem.	The final location was close enough to the school for classrooms to easily work in the garden, but out of the way of the Building and Grounds crew. Water is not immediately in the garden, but the water source is located close enough to allow easy watering. There are no accessibility problems, so volunteers are easily able to enter and work in the garden.
Staffing – the planned leader of the grant had knee surgery and was unavailable to assist in the garden.	A teacher stepped up and became the coordinator of the project. Additional staff members provided knowledge and guidance to assist in creating the garden.

### elements of success:

- Dedication of teachers who believed in the impact gardening would have on students stepped up and helped.
- Community volunteers who assisted in building and caring for the garden.

### nutrition education:

- Taste tests were conducted (kale, parsnips, asparagus). In addition, the foodservice staff will continue taste tests in future school years.
- Summer school classes were based around gardening. Some topics included composting, planting, and harvesting.
- Curriculum has been purchased and will be used along with gardening activities for future school years.



# Royall School District

## school profile: Royall School

- Enrollment: 731
- Grade Levels Participating in Gardening: K – 12
- Garden Coordinator Position: Agriculture Instructor

## garden profile:

- Total space: 40' x 60'
- Garden type: in ground garden with orchard
- Location: on school grounds, behind the high school on top of a small hill

barriers faced	strategies used to overcome
Location – the original proposed location was not approved by administration for fear of poor maintenance, giving the school an unkempt appearance.	The garden team approached the neighboring medical clinic that owned the land behind the school. The administrators of the clinic agreed to allow the school to use some of the land for a school garden.
Education – the location of the garden made it harder to incorporate elementary classes due to the increased distance. Additionally, some staff members were concerned about teaching garden curriculum and how it ties into the standards.	The garden team is looking into raised beds closer to the elementary school but this idea has been met with some resistance. Training will be provided to show staff how garden-based activities can be used to teach core subject areas to meet standards.

## elements of success:

- A strong garden team has driven the success of the program. The team included two teachers, the PEP Grant Coordinator, the Director of Maintenance, a Juneau County Extension staff member, a community garden advocate, and a member of a local garden club.
- The grant funding was also important to the success of the garden. The grant provided the “spark” to get the project moving and provided financial assistance to allow us to purchase needed supplies.

### nutrition education:

- Agriculture Education classes incorporated garden activities into the curriculum. This included site selection, garden design, garden maintenance, plant propagation, soil testing, and plant nutrient requirements. Additional activities included hands-on planting, transplanting, watering, and fertilizing.
- Elementary grades incorporated a number of garden activities into their curriculum. These activities included measurement, germination studies, plant growth requirements, and healthy eating through taste testing.





# Turtle Lake Public School District

## school profile: Turtle Lake School

- Enrollment: 450
- Grade Levels Participating in Gardening: K-12
- Garden Coordinator Position: science teacher

## garden profile:

- Total space: 36' x 36'
- Garden type: in ground
- Location: next to school

barriers faced	strategies used to overcome
Weather – due to the unseasonably cold and rainy spring, it was a challenge to get the garden in the ground.	The garden timeline was adjusted and with the support of an amazing team the garden was successfully designed and planted.
Funding – due to the size of the garden, a large amount of mulch was needed and no funds were available.	A teacher took on a small fundraiser project for elementary classes. The fundraiser generated enough money to purchase the needed mulch.

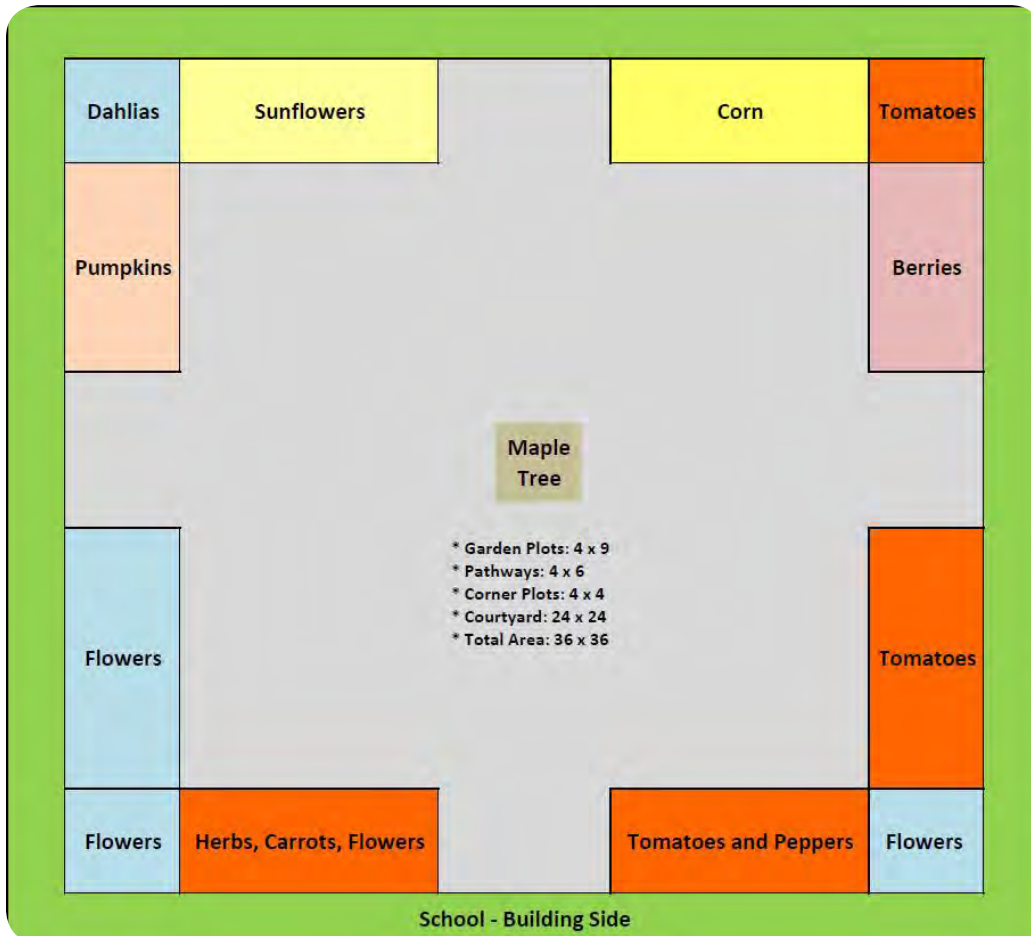
## elements of success:

- Willing teachers.
- Support from administration.
- Support from custodial staff.
- Community volunteers.
- Creative students, teachers, and community members.
- Enthusiasm from the students.

### nutrition education:

A variety of topics were integrated into the curriculum of all classes. They included:

- Tasting Fruit and Vegetables
- Plant Life Cycles
- Flower Anatomy and Physiology
- Vegetable v. Fruit
- Seed Germination and Growth
- Planting Procedures and Techniques
- Designing a Garden
- Measuring and Plotting
- Garden Preparation



# Wisconsin Rapids School District

## school profile: THINK Academy

- Enrollment: 117
- Grade Levels Participating in Gardening: 4K-5
- Garden Coordinator Position; 5th grade teacher

## garden profile:

- Total space: eight – 6' keyhole gardens
- Garden type: keyhole raised beds made with field stones
- Location: on school grounds

barriers faced	strategies used to overcome
Weather – due to the extensive rain we were unable to build our raised beds.	The delay in construction of the raised beds set back the launch of the garden. However, container plants were purchased and planted gradually as each raised bed was built.
Time limits – spring is a hectic time for teachers and there was concern with how to incorporate garden work and curriculum into their everyday teaching.	Teachers received a number of resources from WI DPI, including <i>Got Dirt?</i> and <i>Nutritious, Delicious, Wisconsin</i> . A garden committee meeting was held to explain how to incorporate garden activities into areas that were already taught.
Purchasing – the use of district funds required the garden committee to only purchase supplies from a specific group of retailers.	In the future, the district will be asked to set up specific accounts to allow for easier purchasing.

### elements of success:

- We dedicated a large portion of our budget for gardening reference books and garden-themed books. This allowed for students to become very involved in the garden process.

### nutrition education:

- A year-long theme was created around the school garden that included garden-themed books to enhance the normal curriculum. This included books about colonial gardening (Thomas Jefferson's gardens) and reading Michelle Obama's book about the White House kitchen garden.
- Students used nursery seed catalogues to discover what plants could grow in the planting zone area and identified plants that could be harvested in the spring and fall.
- Students planted seeds, made mosaic signs, created planters, and made stepping stones.







# Best Practices

## best practice recommendation #1 — form a committee

Creating a school garden is not a project that can be started and sustained by one person alone. Without help, even the smallest garden can become an overwhelming task. While a lead coordinator is an essential component to the success of a garden, a team of committed individuals is recommended. Creating an invested team of stakeholders should be the first step in planning a school garden. A diverse group of stakeholders will provide a vast knowledge base that will make success at all stages more likely.

Consider including members of the building and grounds crew, administration, school board, school staff, and student body. You may also want to reach out to community organizations that have experience with agricultural projects (i.e. Future Farmers of America). Additionally, organizations that frequently look for volunteer opportunities (Girl Scouts, Boy Scouts, Lions Club, etc) are wonderful people to invite to your committee. These leaders will help secure volunteers to assist in planting, watering, weeding, and harvesting.

## best practice recommendation #2 — establish channels of communication

Now that you have a committee of dedicated volunteers, establishing a method of communication is essential. While in-person meetings are often beneficial, especially during the planning phases, regular in-person meetings will likely be a commitment that many committee members will struggle with. Work with members of your garden committee to determine the optimal method of communication.

- In-person meetings are often beneficial, especially during the planning phases. Be sure to invite all potential stakeholders to your initial meeting as this is a time when expertise is incredibly important. In-person meetings are likely the most effective way to generate buy-in and make decisions. However, frequent in-person meetings will likely be a commitment that many members will struggle with. Consider scheduling 2-3 in-person meetings for planning and then using other channels of communication.
- Conference calls are a wonderful way to share goals, ideas, and expertise. They allow people to voice their opinions without committing to traveling to a specific location. However, like in-person meetings, conference calls require a time commitment that may be difficult for some garden committee members to keep. You may want to consider scheduling a regular, monthly conference call to provide updates and receive input. However, your committee may prefer to utilize alternate communication methods that don't require as large of a time commitment.
- E-mail lists offer a great way to provide garden updates, ask questions, receive input and request volunteers. Many people prefer this mode of communication as it requires a small time commitment and allows for information sharing to a large number of people.

- Online shared documents allow any approved “member” to update/add text to the documents. For example, an online sign-up sheet would allow volunteers to sign-up for specific time slots without requiring a coordinator to sift through e-mails, create a schedule, and confirm times. It also is a way to communicate your on-going garden work plan. However, it is important to remember that not all committee members may feel comfortable working with an online document.

### best practice recommendation #3 — choose a site

Choosing a site for your garden must be your number one planning priority. Many schools believed they had the perfect location for a garden and made all their plans only to find out the site was unacceptable. While you may be choosing a site because it receives adequate sunlight, there are other things you must consider.

- Safety of site – You must get a survey of your proposed site to ensure no gas, electric, or water lines are located where you want to dig. Failure to do so may result in a dangerous situation for all people working on your garden.
- Administration/School Board approval – After determining your proposed site is safe, be sure to get approval from your administration and/or school board. Your administration or school board might have plans for your garden space or concerns about its location.
- Proximity to school – If you are planning on students working in the garden, it is important to select a location close to the school. You may consider a 5 minute walk to the garden short, however if a classroom only has 20 minutes of garden time, a 5 minute walk to and from the garden cuts actual gardening time in half.
- Water source – Wisconsin weather is unpredictable and you are unable to depend on Mother Nature supplying adequate water on a weekly basis. It is important to choose a location that you will be able to easily provide water to when it refuses to fall from the sky. Consider getting input from your building and grounds team as they likely know locations of working water sources.

### best practice recommendation #4 — secure funding

A garden requires up-front funding to cover the purchase of gardening supplies and seeds/seedlings. Plan your budget and ensure you have adequate funding to cover all your costs. Also consider how you will sustain your garden. While up-front costs will be much higher than sustainable garden costs, you must remember that equipment breaks and seeds/seedlings can be expensive.

### best practice recommendation #5 — create a work plan

After you have determined your site and secured your funding, it is time to develop a work plan. This plan should include a list of goals, objectives, strategies, and tasks to accomplish. After identifying your goals and strategies, it is important to delegate tasks to committee members to ensure that all the work is not placed on one or two dedicated people. Each committee member can oversee their specific garden goal and tasks. This can be done in a number of ways. Consider dividing the garden into sections and giving each member a specific section to care for. You also can ask committee members to coordinate specific garden tasks. Your work plan should be updated as accomplishments are completed, new objectives are developed, and responsibilities change.

# Appendix 1: Cathedral School's Theme Gardens

5K - Three Sisters Garden								
Squash	Pole bean & corn	Pole bean & corn	Pole bean & corn	Pole bean & corn	Pole bean & corn	Squash	Squash	Squash
Pole bean & corn	Pole bean & corn	Corn	Corn	Corn	Corn	Corn	Squash	Pole bean & corn
Pole bean & corn	Pole bean & corn	Corn	Corn	Corn	Corn	Corn	Squash	Pole bean & corn
squash	squash	Pole bean & corn	Pole bean & corn	Pole bean & corn	Pole bean & corn	Pole bean & corn	Squash	squash
4K - Vegetable Soup Garden				1 <sup>st</sup> Grade - Salad Garden				
Tomato	Tomato	Tomato	Tomato	Tomato	Tomato	Tomato	Tomato	
Zucchini	Zucchini	Basil	basil	Broccoli	Broccoli	Broccoli	cucumber	
Bush beans	Celery	Potato	Carrots	Cauliflower	Russian kale	Chard	Cucumber	
Bush beans	Celery	Potato	Snow pea	Cauliflower	Russian kale	Chard	Cucumber	
Bush beans	Carola potato	Snow pea	Snow pea	Scarlet carrots	Lettuce	Lettuce	Ya ya carrots	
Bush beans	Carola potato	Snow pea	Snow pea	Scarlet carrots	Lettuce	Lettuce	Ya ya carrots	
Bush beans	Red potato	Red potato	carrots	Scarlet carrots	Lettuce	Lettuce	Ya ya carrots	
Blue potato bush beans	Blue potato	Radish / carrots	Radish/ carrots	Scarlet carrots	Lettuce	Lettuce	Ya ya carrots	
2 <sup>nd</sup> Grade - Garden of Faith								
Marigold/ potato/nasturtium	Marigold/ potato		Marigold/ potato		Marigold/ potato/nasturtium			
Marigold/ potato	corn		corn		Marigold/ potato			
Marigold/ potato	corn		corn		Marigold/ potato			
Marigold/ potato	corn		corn		Marigold/ potato			
Marigold/ potato	corn		corn		Marigold/ potato			
Marigold/ potato	corn		corn		Marigold/ potato			
Marigold/ potato	corn		corn		Marigold/ potato			
Marigold/ potato/nasturtium	Marigold/ potato		Marigold/ potato		Marigold/ potato/nasturtium			



## Appendix 2: Additional Resources

### gardening instructional guides

- *Got Dirt? A Garden Toolkit for Implementing Youth Gardens* is a resource designed by the Wisconsin Department of Health to assist with the implementation of school, and child care gardens. <http://www.dhs.wisconsin.gov/publications/P4/p40112.pdf>

### curriculum resources

- *The Great Garden Detective Adventure: A Standards-Based Gardening Nutrition Curriculum* is an eleven-lesson curriculum guide for third and fourth grades. The curriculum guide is offered online and available in print copies that include bulletin board materials, fruit and vegetable flash cards, and ten issues of Garden Detective News for parents/caregivers. <http://teamnutrition.usda.gov/Resources/gardendetective.html>
- *Dig In!* is a curriculum guide that uses ten inquiry-based lessons that engage 5th and 6th graders in growing, harvesting, tasting, and learning about fruits and vegetables. [http://teamnutrition.usda.gov/Resources/dig\\_in.html](http://teamnutrition.usda.gov/Resources/dig_in.html)
- *Got Veggies?* is an education curriculum guide developed by the Wisconsin Department of Health to assist elementary schools in implementing garden based education. <http://www.dhs.wisconsin.gov/publications/P0/P00228.pdf>
- *Grow It, Try It, Like It! Preschool Fun with Fruits and Vegetables* is a garden-themed nutrition education kit for child care center staff that introduces children to: three fruits - peaches, strawberries, and cantaloupe, and three vegetables - spinach, sweet potatoes, and crookneck squash. <http://teamnutrition.usda.gov/Resources/growit.html>

# Appendix 3: Common WI School Garden Crops

## common WI school garden crops

### Vegetables

Beans, green  
Broccoli  
Carrots  
Corn  
Cucumbers  
Kale  
Lettuce  
Onions  
Peas  
Peppers  
Potatoes  
Pumpkins  
Squash  
Tomatoes  
Zucchini

### Fruit

Apples  
Blueberries  
Raspberries  
Strawberries  
Watermelon

### Miscellaneous

Flowers  
Herbs (garlic, chives)







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