



2019 NC Farm to School Awards Criteria Explanations

The explanations below seek to clarify how various farm to school events and activities qualify for each NC F2S Awards criterion. The examples show possible ways each criterion may be met through various scenarios, but serve as a guide; we encourage your own innovative examples of how you have addressed criteria! We especially encourage photographs with captions as documentation.

We divide the Criteria into three subgroups: PROCUREMENT, EDUCATION, AND SUSTAINABLE ENGAGEMENT

PROCUREMENT



1) Local Food Purchasing:

School Nutrition purchases local food for school nutrition programs (meals or snacks).

A. How many days did your LEA offer locally grown food items as part of school nutrition programs this year? *One day means local items offered on one day. Examples:

- One item offered in only one school on one day (i.e.: “Local Sweet Potato Day at Yummy Elementary School”) is ONE day
- One item offered across the LEA on one day (i.e.: local sweet potatoes served in every school for lunch) is ONE day
- One item offered across the LEA at breakfast and one item offered across the LEA at lunch on the same day (i.e.: local potatoes served in every school at both breakfast and lunch) is ONE day
- Two items offered across the LEA on one day (i.e.: local sweet potatoes and local collards served LEA wide the same day) is ONE day

B. Approximately how many total meals included locally grown food items in your LEA this year? *One meal means one student in one school. This is an estimate of how many meals could have included a locally grown item on days the item was offered. Examples:

- One meal including a locally grown food item is offered one day in one school with an average of 500 students participating in school lunch is 500 meals
- One meal including a locally grown food items is offered on one day in 10 schools with an average of 500 students per school participating in school lunch is 5,000 meals
- One meal including a locally grown food item is offered on 10 days in 10 schools with an average lunch participation rate of 500 students is 50,000 meals.

LEAs calculate the total number of meals offering locally grown items in several different ways. Some examples of how different LEAs approximate this number:

- An LEA offers a local item on their lunch menu an average of 4 days per week to 5 schools with an average participation rate of 180 meals/day. The School Nutrition Director or administrator calculates that local food is offered on 144 days. The SND then calculates $144 \times 5 \times 180$ to estimate that their LEA served approximately 129,600 meals featuring a locally grown item.
- An LEA has a three-week cycle lunch menu for each school level with one menu for elementary, one menu for middle school, and one menu for high school. An LEA offers a local item on two days on each of their three-week cycle menus. The SND calculates that the three-week menus are cycled through 12 times during the school year amounting to local items offered 24 days a year
 - An LEA has 5 elementary schools with an average daily participation rate of 200 lunch meals/day. The SND calculates $5 \times 200 \times 24 = 24000$ meals
 - An LEA has 3 middle schools with an average daily participation rate of 280 lunch meals/day. The SND calculates $3 \times 280 \times 24 = 20160$ meals
 - An LEA has 1 high school with an average daily participation rate of 500 lunch meals/day. The SND calculates $1 \times 500 \times 24 = 12000$ meals
 - The SND adds the meals at each level to estimate that the LEA has served approximately 56160 meals including a locally grown item.
- An LEA requests regular reports from their produce vendor throughout the year and asks them to calculate approximate number of meals offered that include a locally grown item.

C. Identify the pathways used for purchasing.

- NC Department of Agriculture & Consumer Services (NCDA&CS) Farm to School Program
- Department of Defense (DoD) Fresh
- Food distribution business
- Food service management companies
- Food processor businesses
- Individual producers/farmers
- School gardens
- Other

Accepted documentation (please provide at least ONE):

- List of all locally grown items served
- Purchase order or delivery form indicating local items
- School menu with featured local food notated
- Photograph of school meal tray with local items noted (*preferably photographed from above)



2) Local Food Recipes and Taste Tests:

Local food recipes are used in school nutrition programs and taste tests expose students to local foods.

A. How many total times did students in your LEA participate in taste tests with locally grown food this year? **One time for a taste test means one taste test in one school. **Taste tests can be offered in the classroom, cafe, or other school setting and may be led by teachers, administrators, parents, school nutrition staff, and/or community members. Examples:*

- One taste test in one school is ONE time
- One day in which all 15 elementary schools in the LEA host a taste test is FIFTEEN times

Accepted documentation (please provide at least ONE):

- List of all taste tested items
- Name of farm from which taste tested items were sourced
- Taste test survey results
- Quotes of students' opinion about the taste test
- Photograph of taste test

B. How many times did you use a Jr. Chef competition recipe or other recipe incorporating student input for school meals or an event?

Accepted documentation (please provide at least ONE):

- List of recipe(s) used
- Taste test survey results
- Quotes of students' opinion about the recipe
- Photograph of recipe(s)



3) Farmer and Food partners:

Students interact with a farmer or other food business partner through field trips to farms, farmer visits to schools, and/or farmer support of school gardens and/or educational activities.

A. How many total farmer interactions did students in your LEA/LEA participate in this year?

**One interaction means one group of students interacting with representatives from a farm or farms on one occasion. Examples:*

- One class visiting a farm or food business on a field trip is ONE time
- One class participating in a Cooperative Extension virtual farm tour is ONE time
- Three classes visiting a farm on a field trip is ONE time
- Two farmers serving a taste test to the entire school one day is ONE time
- Five farmers addressing the whole school in one assembly is ONE time
- Five farmers addressing five schools for assemblies on the same day is FIVE times

Accepted documentation (please provide at least ONE):

- List of farmers or food business reps with whom students interacted, including their farm name
- List of activities done on farm or with farmer
- Photograph of field trip or farmer visit

EDUCATION



4.) Classroom Curriculum:

Lessons offered in local food systems; agriculture; food, nutrition, health, and wellbeing education.

A. How many farm to school, standards-based lessons were taught in your LEA this year?

**One lesson* means one group of students participating in one lesson integrating farm to school.

Examples:

- One class learning one lesson one day is ONE time
- One teacher teaching the same lesson to multiple classes (i.e.: different sections of middle school earth science students all receiving the same lesson on soil) is ONE time
- Three teachers teaching three different lessons to the same class the same day (i.e.: during a farm to school celebration day, one class rotates through multiple classrooms, learning the area of the garden bed from the math teacher, a soil science lesson from the science teacher, and a nutrition lesson from the health teacher) is THREE times.
- A whole COURSE that is entirely focused on food or ag should be examined to assess how many classes within it are specifically taught in a way that centers local food and farm to school approaches. (For example, a nutrition course could be taught in ways that always looked at local or never did: examining nuts as protein source)

Accepted documentation (please provide at least ONE):

- List of lesson plans integrating farm to school
- List of NC Standards (i.e.- science, math, family and consumer sciences, agriculture) addressed through farm to school-integrated lessons*
- Lesson plan for one farm to school-integrated lesson taught
- Photograph of farm to school-integrated lesson being taught
- Student work from a farm to school-integrated lesson
- Number of students who completed Exploring Food and Nutrition (middle school), Food and Nutrition I and II, and Food Science and Technology.



5) Hands on Cooking:

Students are connected to hands-on cooking of local foods through safe food preparation.

A. How many hands-on food preparation activities with local food did students in your LEA participate in this year? One activity means one group of students participating in one activity on one day. ****Hands on cooking and food preparation activities can be offered in classrooms, cafes, and/or other school settings and**

be led by individuals qualified (such as Cooperative Extension Agents or other qualified individuals) to provide education on cooking and food preparation with knowledge of food safety, kitchen safety, and food preparation. Students bringing in food from home is **not** considered a qualified example.

Examples:

- One class participating in one cooking/food preparation activity one day is ONE activity
- One class participating in three different cooking/food preparation activities the same day (i.e.: during a Food Celebration Day, one class rotates through preparing a salad, making a soup, and baking bread) is THREE activities
- Three different classes participating in the same cooking/food preparation activity over the course of the same day, but at different times (i.e.: three different classes each take a turn preparing a salad) is THREE activities

Accepted documentation (please provide at least ONE):

- List of cooking and food preparation activities that occurred in the LEA
- Photograph of students preparing food
- Recipe students prepared
- Lesson plans incorporating cooking/food preparation activities
- List of community volunteers (i.e. chefs, food and nutrition professionals, parents, extension agents, etc.) who helped lead food activities



6.) Hands on Gardening:

Edible gardens located on school grounds or nearby are used by classes. These may include school gardens or nearby community gardens or farms.

A. How many edible gardens are in your LEA? *Edible gardens* mean growing at least one edible plant. Edible gardens can include in-ground or raised beds, a greenhouse with edible plants, and pots of herbs or other edible plants in classrooms. Examples:

- Five raised beds in the same area at a school is ONE garden
- Three teachers each with their own set of indoor edible plants is THREE gardens

Accepted documentation (please provide at least ONE):

- List of schools/classes with edible gardens
- Photograph of garden(s)
- Photograph of children engaged in educational gardening activities
- Schedule of class time spent in the garden
- List of educational gardening activities taught
- School garden maintenance schedule and/or garden safety procedures
- School nutrition menu featuring school garden produce (Note: Produce used in meals or snacks offered through School Nutrition Programs must be properly procured and come from a GAP certified farm or garden.)

SUSTAINABLE ENGAGEMENT



7) Healthy Local Food Environment:

Schools engage in promotions and programs for healthy school and community environments. Schools have a built-environment and visible promotions, such as visual displays of local food and farms, murals or art work celebrating local food culture, food waste reduction programs; schools? LEAs participate in programs such as food waste reduction, NC Crunch, F&V program, good food procurement program and/or USDA census data collection.

A. How many contributions to a healthy, local food environment occurred in your LEA this year? *One promotion means one kind of promotion for one item. **Farm to school promotions may occur in the cafeteria, classroom, online, or in other school settings and be initiated by teachers, school, administrators, school nutrition professionals , parents, and/or community members. Examples:

- Promoting one local item in one way at one time (i.e.: local sweet potatoes promoted in the school newsletter) is ONE time
- Promoting one local item in two ways at one time (i.e.: local sweet potatoes in the school newsletter and in the morning announcements) is TWO times
- Promoting two local items in two ways at one time (i.e.: local sweet potatoes and local collards in the school newsletter and in the morning announcements) is FOUR times

Accepted documentation (please provide at least ONE):

- Sample of farm to school promotional materials used
- Photograph of promotional materials, activities or events
- Screenshots of website, school media, local media or social media promotions

B. How many farm to school related programs did LEA participate in?

Examples:

- Participating in the North Carolina Crunch
- Participating in the NC Jr. Chef Competition
- Celebrating Farm to School Month, Apple Month, Fresh Fruit and Vegetable Month, Sweet Potato Month, Garden Month, Dairy Month or other farm to school related promotions
- Participating in Harvest of the Month
- Participating in the F&V program
- Participating in the good food purchasing program
- Completing the USDA Farm to School Census
- Conducting a Food Waste Reduction program
- Participating in the NC 10% Campaign
- Implementing farm to school promotions/activities for the Alliance for a Healthier Generation Healthy Schools Program and Awards
- Implementing farm to school promotions/activities for Action for Healthy Kids grants

Accepted documentation (please provide at least ONE):

- Photograph of event or program activity
- Copy of commitment contract
- Copy of receipt of submission of census
- Materials from programs, events or activities that show what was done



8) Trainings:

Farm to school trainings are offered, attended, and supported. School staff (i.e.: teachers, school nutrition staff, administration, etc.) participate in professional development trainings, conferences, webinars on farm to school related topics (Examples of topics that address how local food systems impact a school include trainings such as gardening workshops, cooking with local foods, and how to do farm to school activities, but also skill building in racial equity, how climate change impacts local farms and local communities and ways to mitigate, and how local and federal policies work and impact local schools and local farmers).

A. How many school-wide or LEA-wide farm to school professional development trainings did school staff (i.e. teachers, school nutrition staff, administration) in your LEA participate in this year? *One training

means one professional development activity on one day. Single staff members attending a conference that includes farm to school content does NOT count as school-wide or LEA-wide professional development; however, if a staff member returns and offers a similar training to colleagues and staff members, that training does count, and/or if a team attends a training and returns to the school or LEA with a plan to implement and/or share back, that also counts. **A training that has been offered school wide or LEA wide counts as ONE training. For example, if a farm to school curriculum workshop is offered to all the 3rd grade teachers at a school it would count as ONE training. Examples:

- One full-day workshop offered to all school nutrition managers in the LEA on knife skills is ONE training
- One half-day workshop offered to all k-5 teachers in a school on using the garden is ONE training
- One farm to school-related topic covered during a LEA wide or school wide professional development training is ONE training
- One training of Safe Plates or Safe Plates for Schools, or Serve Safe offered counts as one training, or sending teachers or staff to a training counts as one training.

Accepted documentation (please provide at least ONE):

- List of trainings that occurred with farm to school-relevant pieces notated
- Training agenda
- Material provided at training
- Photograph of training
- List of all school staff who participated in training



9) **Community Engagement:**

Schools and/or LEAs engage community partners in farm to school activities. Parents and/or community members are involved in the farm to school program and/or the school is connected to local community efforts involving farm to school, such as members of a local food council are on the school wellness committee, school staff involved in farm to school are part of a local food council, PTA or PTO is engaged in farm to school efforts, schools have mixed use policies for garden and/or kitchen facilities allowing community members and groups to benefit from a schools farm to school efforts, etc.

A. How many farm to school activities in your LEA were parents and/or community members involved in this year? **One activity* means farm to school activities one day. Examples:

- Health department, Extension, FoodCorps NC service members or other community partners offering a taste test is ONE activity
- Extension agents, Master Gardeners, PTA or other community partners helping with a school garden planting day is ONE activity
- Parents offering a taste test in the garden while community partners assist with school garden planting at the same time is ONE activity
- A combination of parents, community members, teachers, administrators, and/or school nutrition professionals having a farm to school focused committee meeting is ONE activity.
- A farmer or legislator attending school lunch during NC Farm to School Month is ONE activity.
- FCCLA members leading a farm to school project through Student Body, Families First, or a competitive event is ONE activity.

Accepted documentation (please provide at least ONE):

- List of activities in which parents or community partners were involved
- Parent/community outreach material (i.e.: flyer, newsletter article, etc.)
- Photograph of parent/community involvement
- List of parents and community members/partners who were involved in farm to school activities



10) **Policy:**

Farm to school is explicitly included in school and LEA level written policies and practices. Language specifying farm to school is adopted into an LEA-wide policy or procedure (i.e.: wellness policy/SHAC), including specific naming of farm to school engagement efforts, mixed use policies for gardens, food waste reduction or collection practices and policies, recycling or reusable trays policies, school partnership in community emergency plans, headstart or pre-K programs incorporating farm to school, etc.

A. Is farm to school related language adopted into a LEA-wide policy or procedure (i.e., local wellness policy)?

In addition to identifying the policy, please also identify the extent to which this policy operates: school level or LEA-wide AND language with specific implementation/goals or general statements of support.

Examples:

- General Statements: The language does not address implementing farm to school programs throughout the school environment (cafeteria, classroom, community, etc.), such as, “The School System shall support the integration of farm to school into school meals as appropriate to support the nutritional goals of the school nutrition program.”
- Implementation statements: The goal(s) address how the program will be implemented in either the cafeteria, classroom, school community, and/or other school programs, such as, “The LEA will integrate farm to school through local food purchasing in the school nutrition program. The school garden will also be available for use as an outdoor classroom for educators.”
- LEA level, comprehensive, and implementation specific: “The school LEA is committed to implementing a farm to school initiative focused on serving locally grown foods as defined by the School Nutrition Program. Meals served through the National School Lunch and Breakfast Programs will: plan menus to accommodate the seasonality of local agriculture according to availability of produce from local farms and school gardens. This effort will be supported with nutrition education in the schools. Teachers will incorporate the school garden multiple times a year as part of curriculum to enrich students’ learning opportunities by presenting academic projects around food, nutrition, mathematics, science, language arts and the environment.”

Accepted documentation (please provide at least ONE):

- Copy of policy
- Copy of school board rules, regulations or procedures



11) Racial Equity:

Visibility of equity principles related to farm to school are incorporated across criteria: racial equity addressed in policies, educational practices, and school environment.

Where have you applied a racial equity lens to your farm to school efforts? We define racial equity as both a process and an outcome, as when outcomes and opportunities are equal for all, and not impacted by race or zip code. We define a racial equity lens as 1-acknowledging inequities, 2-analyzing the impacts, and 3-strategizing toward equity. **POC stands for people of color. *RE example possibilities are listed in each category, but these are simplified, compartmentalized, and just examples—please share how *you* address RE across your farm to school efforts!



school nutrition purchases from farmers who identify as Black or People of Color (POC)



share POC food culture with taste tests



visit farms and partner with POC farmers who explore the knowledge & history of POC agriculture



teach the knowledge & history of POC in food and agriculture; incorporate curriculums addressing food and agriculture which center people of color



explore POC cultural history and current food traditions and cooking practices



explore different plants related to cultural foodways or medicine practices



display images of current POC and women farmers and the rich cultural history of POC farmers; implement a food waste program with education around the disproportional impact of environmental injustice on communities of color



attend, support, offer trainings in Racial Equity to teachers and f2s partners focusing on how to bring a racial equity lens to farm to school work



prioritize POC leadership and collective work; engage with PTA/PTO or food councils on Racial Equity and Farm to Schools role



address racial equity at the school board level; develop school-centered resiliency strategies for emergencies address disproportional impact on communities of color

Please share at least ONE of the following documents.

- Copy of related practice, program, or policy
- Photograph of activity