South Dakota
• FARM TO SCHOOL •

Resource Guide
Second Edition

South Dakota State University Extension

Dakota Rural Action
Grassroots Organizing for the Future

south dakota Department of Education
Learning. Leadership. Service.

USDA

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South Dakota State University, SDSU Extension

Anna Barr*
Jason Schoch
Francesca Benson**
Jennifer Folliard**
Rachel Lindvall**
Suzanne Stluka**

South Dakota Department of Education, Child and Adult Nutrition Services

Cheriee Watterson
Andrea Kruger**

Dakota Rural Action

Eowyn Corral
Frank James
Holly Tilton-Byrne**

United States Department of Agriculture (USDA), Food and Nutrition Service (FNS)

Andrea Alma

What's new in the Second Edition

This edition of the SD Farm to School Resource Guide contains updates and additions to the first version, published in 2019. Key differences include new chapters: "Use of Traditional Foods in Farm to School," "Local foods Education," and "School Gardens." This version includes new highlights and educational graphics, and updated resources and guidance.

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* Second edition author
** Former employees of the respective organization

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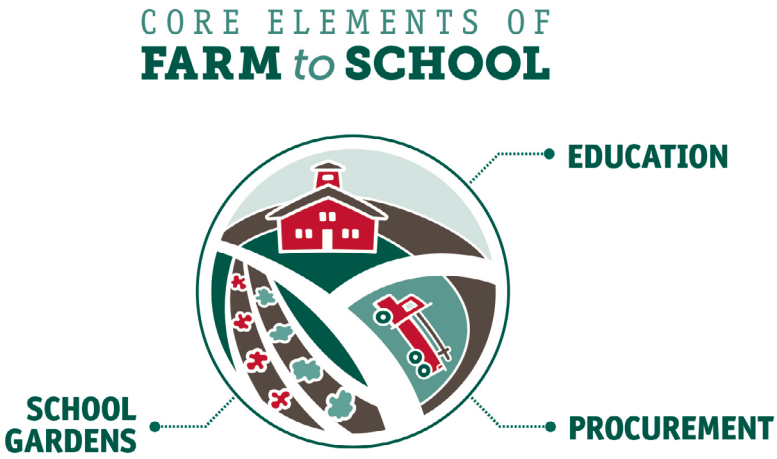
Getting to Know Farm to School

General Information

This section will discuss basic farm to school information including defining what farm to school means, identifying the components of farm to school, exploring the benefits of farm to school activities, and items to consider when starting a farm to school program.

Defining Farm to School

Farm to school can enrich the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and education settings. Farm to school implementation differs by location but always includes one or more of the following three core elements: (1) Local Foods Procurement: (2) Education; and (3) School/Youth Gardens. Students engage in hands-on learning through gardening. Farm to school empowers children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities (National Farm to School Network, 2018).



Local Food Procurement

Farm to school can occur through local food procurement when a school purchases local food items to be served in the cafeteria, in the classroom, or as a snack, or sample, to students. This can happen on a regular basis, or for special events.

School/Youth Gardens

Farm to school can occur through school or youth gardens where students can participate in hands on learning in a garden setting. This can be done through a garden housed on school property, in partnership with a community garden, or in collaboration with a nearby farm.

Education

Farm to school can occur through in-class education. Lesson plans for farm to school provide learning opportunities pertaining to agriculture and/or food production, healthy eating, and nutrition.

It is important to remember that farm to school is not only about sourcing local foods to be served in the cafeterias. Moreover, farm to school activities can enhance classroom learning through hands-on experiences related to food, health, agriculture, and nutrition.

South Dakota Highlight

The Huron School District has partnered with Plain View Foods to source fresh produce snacks through the Fresh Fruit and Vegetable Program throughout the school year. This is a great example of a school working with a producer to create an innovative way to incorporate farm to school efforts.

WHY farm to school?

Kids Win

Farm to school provides all kids access to nutritious, high quality, local food so they are ready to learn and grow. Farm to school activities enhance classroom education through hands-on learning related to food, health, agriculture and nutrition.

Farmers Win

Farm to school can serve as a significant financial opportunity for farmers, fishers, ranchers, food processors and food manufacturers by opening the door to an institutional market worth billons of dollars.

Communities Win

Farm to school benefits everyone from students and teachers, to parents and farmers, providing opportunities to build family and community engagement. Buying from local producers and processors creates new jobs and strengthens the local economy.

What is "local"?

One commonly asked question regarding farm to school is "what is the definition of 'local'?" According to the USDA, communities can define "local" or "regional" however they like: within a certain number of miles from your school or within the state. Farm to school can be defined as your state or neighboring states. You might also choose to define the terms differently for different types of products. To help find a definition that suits your needs, involve your food service staff, local producers, food distributors, and others in creating your definition. (Source: fns.usda.gov/cfs/farm-school-resources-1)

The image below shows three possible definitions for local for a district in Pierre, SD. The image on the far left shows the district taking a regional approach to the definition, the center picture shows the district defining the entire state as the radius in which they consider food to be "local", and the final image shows the district using a smaller radius as its definition of local. The district may use one of the definitions for all of their purchases, or they might choose to use each of these definitions for different purchases, or at different times of the year.

Benefits of Farm to School

As noted by the *National Farm to School Network Benefits to Farm to School Fact Sheet*, there are many benefits that farm to school efforts can bring to stakeholders involved including:

- **Benefits to Farmers** – Farm to school efforts benefit farmers by increasing the demand for locally produced items, diversifying their markets, and increasing their revenue streams.
- **Benefits to Students** – Farm to school activities bring great benefits to students by providing them with access to nutritious foods, teaching them healthy food habits, and providing them with hands-on learning around healthy living and agriculture.
- **Benefits to School Food Service Programs** – Schools engaging in farm to school may see an average increase of 9% in student meal participation, and see a decrease in student food waste.
- **Benefits to the Environment** – Farm to school efforts help to preserve open space in farmland and by reducing food waste for both the production side and consumers (plate waste).
- **Benefits to Local Economies** – Each dollar invested in farm to school stimulates an additional $0.60-$2.16 of local economic activity. Farm to school activities also have the potential to create jobs within school systems and in the agriculture sector.

South Dakota Highlight

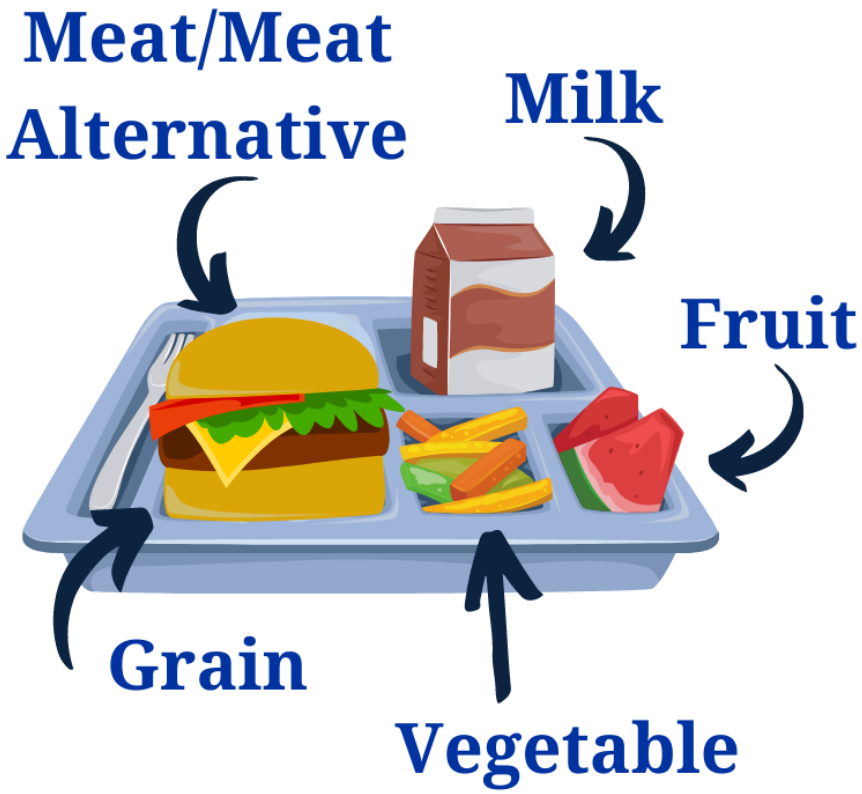
The Deubrook School System has partnered with Deuel Area Development, Inc. to certify the school kitchen as a commercial kitchen for producers to use when it is not being used by the school district. Producers who meet certain qualifications are able to use the kitchen to process their foods. Processing items in certain ways, such as dehydrating or freezing, can extend their shelf life so schools can use them during the school year rather than during the production season. Innovative partnerships such as this overcome many challenges that face farm to school.

Things to Consider in South Dakota

There are many things to take into consideration when developing farm to school activities in South Dakota. Taking note of these will help you to design a successful farm to school program from the start.

- **Seasonality/Choice of Products** – While much of the South Dakota growing season is opposite of the school year, there are still many items that can be purchased during the school year. For example, some items like winter squash can be stored longer in the season; some producers are able to produce year-round due to the use of greenhouses and other season extensions; and some foods such as meat, eggs, honey, and frozen produce are available all year. It is important to consider these seasonality opportunities when getting started with farm to school.
- **Where to Start** – When first engaging with farm to school efforts it is good to plan on starting small. Focus on the areas that might be most convenient for your school. This may be sourcing just one locally produced item as a feature during the school year, inviting a food producer to give a presentation to the students, planting seeds in a science class, or developing classroom lessons around agriculture.
- **Staffing, Equipment, and Capacity** – Both schools and producers must consider what changes or additions need to be made in their operations in order to adequately accommodate farm to school. For schools, this may mean additional training on how to use certain local items, or investments in new kitchen equipment. For producers, this may mean increasing harvesting capacity.

- **Flexibility** – It is important to be flexible and creative when engaging in farm to school. For every challenge facing farm to school, there is an innovative way to overcome that challenge. This might include using Family and Consumer Sciences classrooms for lessons pertaining to agriculture and cooking, or using a licensed school kitchen to process foods when it is not being used by the school. Above all else, communication between schools, producers, and farm to school teams is extremely important.



Farm to school spans the tray. One or multiple of the meal components can be from local sources.

Building Your Farm to School Team

Putting Together a Team for Lasting Success

One of the first things to consider when getting started with farm to school is how to develop your farm to school team. The core group you develop will be the key to lasting success for your efforts. The group should reflect an array of individuals invested in your farm to school goals, which could include food producers, school staff, teachers, parents, students, experts, and more. This chapter will explore things to think of when building your farm to school team.

Why is building a farm to school team important?

Putting together a core working group of individuals and agencies dedicated to a farm to school mission is one of the keys to success. One common challenge with farm to school projects is finding a way to continue the work if only one person champions the efforts and is then no longer available. For example, if one teacher starts a garden project at a school and then moves, who will take over that role?

It is also important to have input from people across many sectors in order to build the most comprehensive and robust farm to school efforts possible for a community. There are many types of interested parties and experts who can be tapped to bring ideas and resources to this work, and it is extremely valuable to have their input in the planning process.

Who will be on your team?

When first building a farm to school team there are many people to consider bringing into the group and many questions to ask. The list on the right gives you a starting point for potential team members. The easiest place to start is with anyone who is already committed to making farm to school a reality for your community. This could include teachers, parents, farmers, food service employees, school board members, or anyone else with an interest in the topic. You may initially

Potential Farm to School Team Members

- School Food Service Employees
- Teachers
- Students
- School Administrators
- School Board Members
- Parents/Grandparents
- Food Producers
- School Nurses
- Staff at Non-Profits
- Master Gardeners
- Researchers
- School Maintenance Staff
- Local Chefs
- State Agency Farm to School Coordinators
- National Farm to School Network Partners
- Health Care Professionals
- Extension Agents
- PTA/PTO Representatives
- Members of the Local Media
- School District Communications Director
- School District Curriculum Director
- Other School Districts with Established Programs
- Social Media Groups

(Source: USDA FNS Building Your Farm to School Team)

identify just one or two people, or you may find several who want to get involved right away. When developing this group be sure to list their names, job description/committee role, and contact information. This list should be comprised of specific individuals, not just general ideas.

Questions to ask

Once you have identified the individuals who are already committed, here are some questions to help identify who else may need to be involved and how the group might work. These questions might include:

- What is the goal of our farm to school project?
- Have any farm to school activities already taken place? If so, what were they, and who was involved?
- What resources or expertise do we need available to our team to accomplish our goal?
- What individuals should be on our team? Who else should be included that is missing from our team?
- What kind of structure do we want our team to take? Will there be a lead member of the group?
- Who will be responsible for which tasks/roles within our group?
- When and how often will our team meet?
- Will our group participate in any advocacy or actions around farm to school?
- How will our group communicate with other teams or organizations?

These are just some of the questions you can ask as you develop your farm to school team. As you answer these questions others may arise which will help guide your process towards action.

Positions to consider

These are some positions you may want to consider incorporating into your farm to school team, which can help ensure success. Other positions may also be needed to make your goals come to fruition.

- **Team Lead:** This is a person who helps to keep the group organized, keeps meetings on schedule, keeps communication open between all members, and takes on other general leader roles. This role can be shared by more than one person or rotate to different members.
- **Youth Garden Coordinator:** Incorporating a Garden Coordinator can be very valuable for teams that identify hosting a school garden as a goal. A Garden Coordinator can be a volunteer or paid position. This person is the point person for the garden, arranging garden volunteers, seeing to the day to day needs of the garden, and making sure all garden supplies are available and maintained. Youth gardens with designated coordinators tend to be much more successful than those without them.
- **School Wellness Policy Team Members:** Many schools working on farm to school efforts

incorporate their work within school wellness policies or committees. If this is the direction your team goes, it is good to work with a representative knowledgeable about the wellness policy. This may be one or more people who can help inform your farm to school team about the goals of the wellness policy, and work to incorporate farm to school goals into the policy itself.

Building Your Structure and Vision

When putting together your team, it is important to be clear and thoughtful about the structure and planned vision. This helps all members of the team to work toward the same goals and better understand their roles.

- **Outline your structure** – Once you have identified who the initial members of your team will be, it will be important to collectively decide what the structure of your group will look like. Decide who will help organize meetings. Identify the number of members. Be clear about who will make decisions for the committee. Going through this process will help you to identify not only who will be ideal for each role, but also who may be missing from your team.

- **Decide when and how often to meet** – Together the group should make plans for when and how often to meet to discuss the planning and progress of farm to school efforts. Setting a regularly occurring meeting time can help keep planning on task and keep participation high.

- **Clearly identify your goals, values, and mission statement** – Having a concise message around these big picture ideas can help everyone on the team stay focused, and can help inform people who are not on the team about the work being accomplished. **Goals** should focus on achievable tasks and activities that you wish to complete. **Values** are the principles and qualities that the group agrees are important in guiding the farm to school work. A **mission** statement is a formal definition or summary that explains the purpose of the group. These statements are usually kept to one or two sentences and can be used to explain the team's purpose to others. Remember that these do not have to be perfect and can evolve over time.

There are specific resources available that go into more detail to help you to establish your team and to identify goals, values, and a mission statement. For example, the *USDA Farm to School Toolkit* can be found at fns.usda.gov/farmtoschool and has specific chapters on planning and building a team.

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School Purchasing Guide and Menu Planning

How to Start with Farm to School in Your Cafeteria

One of the best ways to implement farm to school activities in a school is to serve locally produced foods to students. However, schools often have a lot of questions about how to get started with this effort. In this section, we will discuss how to get started with serving locally produced foods, review the rules and regulations around local food procurement, and identify some best practices for serving local foods in school.

Questions to Ask When Getting Started

One of the first things a school might consider when deciding to procure locally produced foods is how to set a purchasing goal. Questions to consider may include:

- **What products are available locally?** – A great place to start might be to check out the local farmers market for ideas, or see if any local foods are being sold at the local store, or at other local businesses. Ask around the community to see what other options might be available. The next step would be to compile a local food inventory of what you have found to be available. Keep in mind that fruits and vegetables are not the only foods schools can source locally, and might not even be the most convenient given the South Dakota growing season. It is important to consider what kinds of foods might be easily accessible. This might include meat, eggs, cheese, honey, value added goods, and more. Be sure to consider all of your options when picking which items to add to your list.

Why Local?

Local products are often fresher, last longer, provide less waste, and have more vibrant colors and flavors.

- **How much should be spent on local foods?** – It is important to examine your food budget and think about how much your school can spend on locally produced items. Knowing your budget can help identify which items a local producer can provide at the right price point. Keep in mind that some local items may be comparable in price or even cheaper than the same item bought from a non-local source, especially when schools and local producers get creative! Communication with a producer/source of the local foods is absolutely key when figuring out how much to spend, so be sure to reach out to the food producer early and discuss your desires and options. These types of creative ideas can stretch a school food budget and open doors for farm to school partnerships!

South Dakota Highlight

Some schools have partnered with area Parent Teacher Associations to bulk purchase meats. The parents might buy the prime cuts of meat at a price which would offset the cost of the ground meat for the school to use.

- **How frequently should local foods be served?** – It can be helpful to remember that not all food served in the school must be local for farm to school programs to be successful. Local foods may only be served once a week, once a month, or maybe even once a year as a special event. Start out small and work toward more local food incorporation as you desire.

Menu Planning

There are many ways schools can incorporate local foods into menus. The important thing to keep in mind is that a school does not need to serve all local foods everyday in order to have a vibrant farm to school program.

- **Salad Bars** – Many South Dakota schools offer a daily salad bar as an option for students. This is a great place to start with local food procurement. When possible, consider stocking the salad bar with local greens, cherry tomatoes, or other items. Several schools in South Dakota have found salad bars to be a simple way to ease into a farm to school program since the quantities are small and the salad bar options can be flexible.

- **Incorporating Local Foods into Current Recipes** – Sometimes it can be as easy as taking a current recipe a school is using and substituting a local item in for something that is usually purchased elsewhere. For example, if spaghetti with meat sauce is regularly served consider switching the usual ground beef with locally sourced meat.

- **New Recipes** – Many schools will get creative and develop new recipes to feature a local item they have access to. There are also several resources available when it comes to local food recipes. The Lunch Box (thelunchbox.org/recipes-menus) is a great website to explore when looking for school recipes and inspiration.

- **Fresh Fruit and Vegetable Program (FFVP)** – The FFVP is a snack program specifically for schools with high rates of free or reduced price meal eligibility rates. Schools who utilize the FFVP can use it for local purchases. Since this funding is available in addition to the school's funding for school meals, this can often be a nice first step for farm to school. Utilizing farm to school/education may fit the soft requirement for FFVP to include education. Please note that the FFVP program is not available to all South Dakota schools.

- **Special Events** – Consider using local foods in special events or outside the cafeteria. For example, use local foods in a concession stand or snack bar. Local foods could be used in special events like a Fall harvest festival or a family meal day. Special events like these can be a great way to start small.

Where to Source Local Foods

There are many purchasing options available to schools that are interested in buying local food for school meals. Some options include:

- **Direct from a Producer** – Schools can buy items directly from a producer and develop wonderful relationships with the growers of their food. If you are not sure who the producers are in your area start by checking in the South Dakota Local Foods Directory (dakotarural.org/eatlocalfoods/local-foods-directory/), or South Dakota Specialty Producers Products and Producers database (sdspecialtyproducers.org/producers/)

- **Farmers Markets and Farm Stands** – Schools may also serve processed goods from farmers markets and farm stands as long as they are processed in licensed food service establishments and follow all applicable food processing standards. An example of processed goods may be turning local tomatoes and onions into fresh or frozen salsa at a licensed food service establishment. Canned goods must be commercially processed (under their respective food regulatory agency),

this is not the same as processing the food in a licensed food service establishment.

- **Food Hubs** – A food hub is a facility or business that facilitates the procurement of locally produced foods by aggregating local food from many producers. These organized buying structures help to streamline the process of buying local for institutions, so they can access many farmers' products through one organization. Producers will often pool their growing power together to help fulfill larger orders by using this business model, making them a great tool for school districts. The Dakota Fresh Food Hub (dakotafreshllc.com) serves Sioux Falls and the surrounding Southeastern SD region.

South Dakota Highlight

Dakota Valley Child Nutrition Director has formed relationships with producers by visiting them at the Vermillion Farmers Market. These relationships have resulted in over a dozen different local fruits and vegetables being included in school meals and tastings over the last several years.

- **Food Distributors** – Sometimes sourcing locally can be as easy as asking your existing distributor. In many cases, distributors may already have local products available. A good place to start might be to ask your distributor which products are currently available that are local. You may also ask your distributor for a report of what the district may have purchased locally in the past - school districts may be suprised to learn that some of the products they already serve are locally grown!

- **DoD Fresh** – Schools utilizing the DoD Fresh program can request local produce if available in season. In FFAVORS, the DOD Fresh ordering system, South Dakota grown products will be indicated as "local" on the order guide. For more information on how to utilize local foods through this program refer to "Using USDA DoD Fresh to Purchase Local Produce" (fns.usda.gov/farmtoschool/using-dod-fresh-buy-local).

- **Food Grown at the School** – If your school is growing produce in a school garden, you are allowed to purchase the food or accept it as donations to be served in the school lunchroom. These items should be purchased as unprocessed fresh fruits and vegetables unless processed in a licensed food service establishment. It is best to check with the garden coordinator to learn about the food safety plan and regular safety practices used in the garden, such as policies around hand washing, growing practices, use of pesticides and herbicides, and more. (Source: fns.usda.gov/farmtoschool/school-gardens)

- **Donated Foods** – Much like the foods coming from a school garden, schools can utilize local goods donated by supporting individuals, groups, and organizations as long as the items donated follow all rules and regulations. When accepting donated meat, the meat must be slaughtered under inspection (with inspectors present). Processing is best done under inspection, but can also be processed under the retail exemption. Donors are protected from a liability standpoint by the Good Samaritan Act; however, a good practice to implement is a tracking system for donations, and for the school to incorporate a process or policy for donations in their HACCP plan. More information about rules and regulations for various types of foods are discussed later in this section.

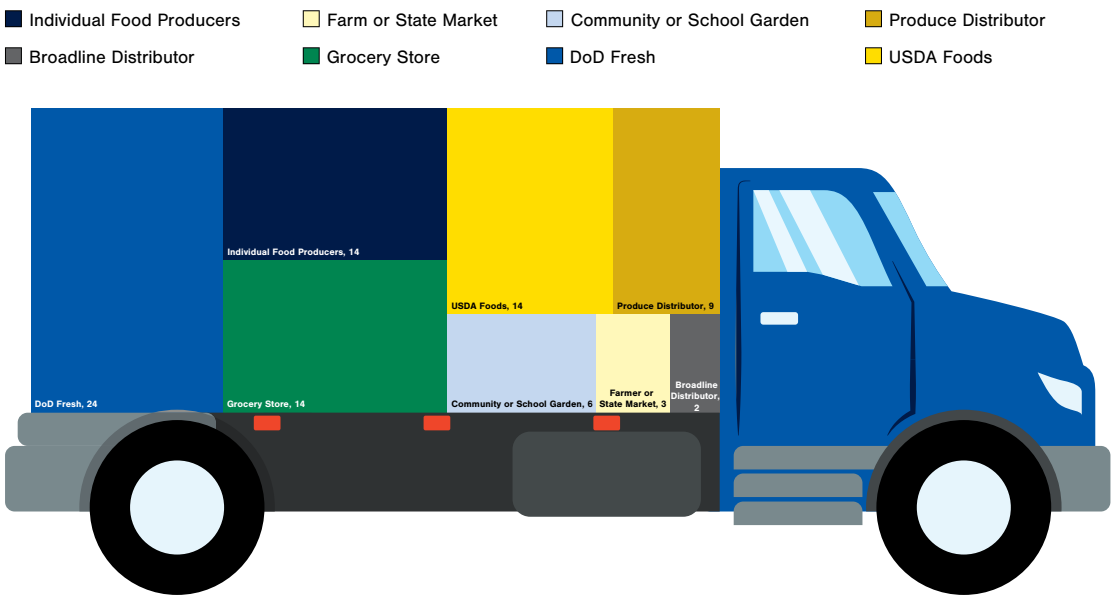
- **Value-Added Vendors** – Value-added foods, or foods that have gone through some kind of processing to be ready for use, are another local option for schools. This includes items such as cheese, processed meats, milled ancient grains, and more. Schools may purchase value-added products directly from local vendors.

- **Grocery Stores** - local grocery stores may carry local food items. Look around your grocery store

to see if they have any signage for local products and remember they could be in many different departments. If you do not see anything, ask a manager if any foods are purchased locally. Work with the department manager to request any bulk orders.

While these are many of the options to purchase locally, they are not the only ones. If you are interested in procuring local foods from a source not listed please reach out to the *SD Department of Education, Child and Adult Nutrition Services* (doe.sd.gov/cans/).

Sources of Local Food by School Food Authorities Participating in Farm to School, 2019



In 2019, school food authorities most commonly purchased local foods from DoD Fresh, followed by individual producers, grocery stores, and USDA Foods.

Working with Food Vendors to Buy Local Foods

Procuring local goods is exactly the same as purchasing other food for school meals in terms of the federal, state, and local regulations. In this section we will review those guidelines.

- **What is an "approved source"?** – An approved source has different definitions based on the type of food in question. South Dakota Department of Health guidelines state that foods served in institutions like schools must come from an "approved source." The U.S. Food and Drug Administration (FDA) considers the following as "approved sources" of food:
  - » Fresh, whole, and unprocessed foods are automatically considered an approved source. Examples of fresh, whole, and unprocessed foods include whole apples, watermelons, tomatoes, and whole stalks of broccoli.
  - » Most processed foods are required by law to be graded or manufactured under an inspection program to ensure that safe food processing, manufacturing, and packaging conditions are met. Examples include pasteurized milk, ground beef purchased from an inspected meat processing facility, graded shelled eggs, and commercially processed foods like chicken nuggets.

    Common sources of unapproved food can include food processed and packed in a private home or an unlicensed food service establishment, meat that is labeled "not for sale," and raw milk and milk products.

    For fresh, whole, and unprocessed foods, schools can set their own requirements to define

what is required of vendors that provide food for the school meal program. Additionally, schools must only purchase and award contracts to buyers that can meet those requirements, and keep documents of the procurement transactions. In order to achieve this, clear communication between the school and food vendor is a must. South Dakota rules for purchased or donated foods" by SD Department of Education (doe.sd.gov/cans/documents/rules.pdf).

- **When is the best time to contact a farmer?** – Since many farm to school procurement relationships are established as direct sales from a farmer to a cafeteria, school food service employees often wonder when the best time to reach out to a farmer is. The easiest answer is "now". The sooner a school can start talking with a producer, the better the planning around the program will be. The ideal time to talk with a producer, especially those growing produce, is early to late winter. This is the time when they are ordering seeds, planning what they will grow for the coming spring, and have the most flexibility to plan for any specific items a school might want to buy in the coming year. However, if you get started later in the year, do not hesitate to contact a food producer. Many will still be able to work with you any time during the season and provide you with products, especially if they are using season extension methods. That being said, the peak of the harvest season (July-September) are the busiest times for produce farmers. Remember that even meat has a "seasonality" to it so if you are interested in local meats, it makes sense to contact ranchers and processors early in the planning process.

- **Identifying Proximity** – When choosing your local food producer, it will be important to consider their proximity to the school. In direct sales, it is likely either the producer or school district transporting the food. Determining how much time is available for transport, and if the transportation has mechanisms to keep food cool is important in considering proximity. Things to consider include the definition the school district has identified as "local" for the food item being sourced and the delivery distance for the product. If you are not sure what producers are located within your area, start by looking into the SD Local Foods Directory (sdlocalfood.org) or ask others who live in your area if they know of local food producers. It can also be very helpful to visit local farmers markets to find producers within your proximity.

- **Seasonality of Products and Season Extension Usage** – One of the biggest barriers people often identify for farm to school in South Dakota is seasonality of products. While the typical growing season is not the same as our school year, this can be greatly overcome by choosing the right items in season or taking advantage of producers using season extension methods.
  - » **Products in Season** – Taking product seasonality into consideration when planning local menus is very important. Many locally grown products including squash, melons, greens and more can be found in South Dakota at the beginning and end of the school year. Some products, such as honey, meats, dairy, and eggs can be sourced year-round when traditional produce crops are not available. It is important to talk with local food sources about their seasonal availability when planning the items to serve during certain months of the year.
  - » **Season Extension** – Many South Dakota producers are now taking advantage of season extension methods in order to make more local items available all year. Some examples of these methods include: using greenhouses and high-tunnels, processing goods to make them shelf stable by dehydrating or freezing them, making value-added products with their goods to expand their usage and shelf-life, and utilizing root crops and other winter storage crops such as potatoes, beets, winter squash, carrots, etc. When talking with producers it is a good idea to ask them if they are utilizing any season extension methods, and if they are consider using those products in the colder months of the year.

- **Discussing Expectations** – When talking with a local food vendor, it is important to discuss your expectations and their expectations regarding delivery, quality, packaging, grading, and more. If your farm to school program requires deliveries to take place on a certain day, packaging be provided in a specific way, or if a certain size or grade is required, then be sure to make those needs clear. It may also be helpful to explain to the producer what your end use for the product will be. If you plan on slicing or dicing an item, a different standard may be used then if you were to serve the item whole. For example, if you are buying zucchini to shred for zucchini bread, large or misshapen zucchinis may be acceptable (and therefore a lower price point might be possible).

- **Discussing Price Points, Budgets, and Quantity** – It is important to talk to a local food vendor early in the planning stages about pricing, school budgets, and needed quantities. Planning out these kinds of details will not only help the producer plan for their growing season, but it may help identify which products they will even be able to provide within the budget. Some products do not grow well in South Dakota, or might fetch a high price for a farmer in another market. Others may be conducive to cost-effective growing for schools, such that they might be priced more competitively from a local farm than from a food distributor. However, some items may end up being more cost effective than those purchased from a food distributor. Start by asking the producer for a product and price list for items that they can grow, which meet your quantity needs. If their price list does not reflect anything within your budget, discuss this with them and see if there may be some additional options or flexibility for multiple purchases.

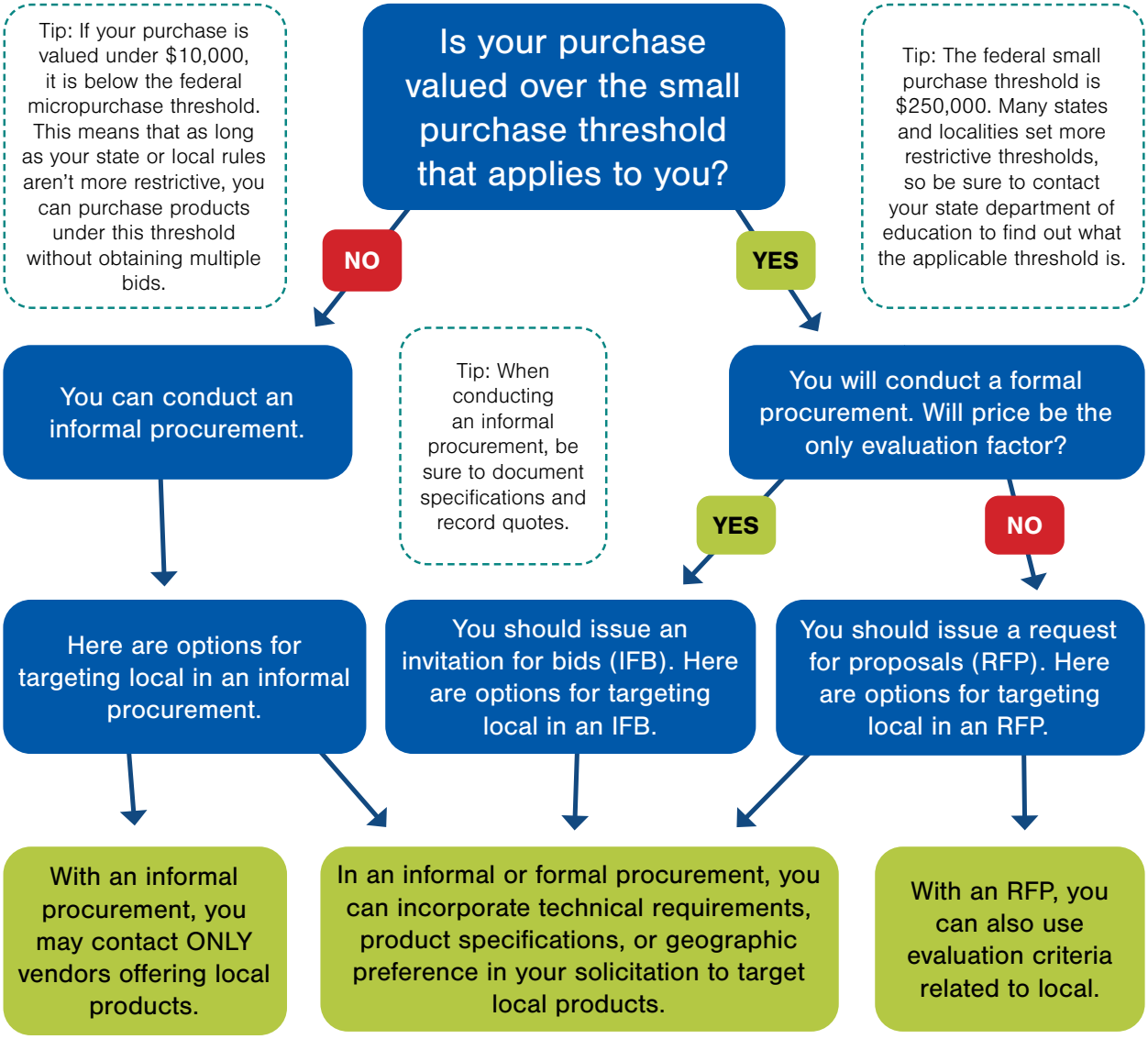
Procurement Rules

Schools participating in the National School Lunch Program must follow certain federal rules when purchasing goods and services using federal funds, as well as any applicable state and local rules or regulations. These same rules apply when buying local food. Schools use different procurement methods based on the value of the purchase. Under $10,000, schools may use the micro purchase method, which means they may directly purchase a product from a vendor as long as they equitably distribute purchases among different vendors. Under $250,000, schools may use the small purchase method, which involves getting three price quotes for the goods or services they are looking for and selecting the lowest quote. Purchases above $250,000 require the use of a formal procurement method, which can be a Request for Proposals or Invitation for Bids. For more in-depth information and guidance on the RFP process, geographic preference, and other procurement questions, see the USDA's Procuring Local Foods for Child Nutrition Programs handbook (fns.usda.gov/cfs/procuring-local-foods).

Food Safety Requirements and Best Practices

USDA requires schools to assure that the suppliers they use follow all applicable federal, state and local laws surrounding food safety. There are no additional or special rules pertaining to food safety and local food, and therefore schools have the jurisdiction to define any food safety requirements they may have. Typically, local health departments inspect school districts annually to assure that they follow applicable federal, local and state food safety rules. Food safety requirements and best practices are often a top concern for school food service employees when getting starting with farm to school efforts. Knowing these rules can be very helpful when identifying which local food producers you will source from.

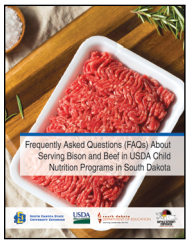
- **Raw, unprocessed foods** – These foods are typically whole, fresh produce items. They have not been cooked, processed or cut in any way (with the exception of any cutting that is required to harvest the product). Schools can purchase raw, unprocessed foods from any vendor that they have identified as an "approved source", so long as that vendor appropriately follows applicable state, federal and local laws governing their business.



Source: USDA DECISION TREE: How Will You Bring Local Foods into the Cafeteria with Your Next Food Purchase?

- **Processed Foods** – These are foods that have been cut, cooked, preserved, or prepared in some way. Any processed foods that are purchased for the purpose of being served in an institution, such as a school, must be prepared in a licensed food serve establishment under the observation of a person who has been certified in food safety. Foods processed in a home kitchen cannot be served in a school or institution. When purchasing locally produced processed foods be sure to ask the seller if they utilize a licensed food serve establishment and if they were prepared under the supervision of someone trained in food safety. One example of acceptable food safety training is the ServSafe® certification course; however, that is not the only acceptable training. Please contact the *SD Department of Health* (https://doh.sd.gov/food/) if you have questions about what other acceptable trainings are available.

- **Meats** – In South Dakota meat, such as beef, pork, or bison can be a great option for farm to school programs since it is a food item that can be sourced year-round. Meats purchased by a school in South Dakota must be slaughtered and processed under inspection in an USDA or SD State inspected establishment. Any items marked "not for sale" cannot be served in a school. All meats served in school meal programs must be labeled in accordance with USDA FSIS regulations. This is also the case for donated meat. The SD Animal Industry Board List of State Inspected Establishments website: aib.sd.gov/pdfs/Website%20INSPECTED%20EST.pdf.
  - » For more information regarding purchasing beef and bison for federal child nutrition programs, view the SDSU Extension publication, titled "Frequently Asked Questions (FAQs) About Serving Bison and Beef in USDA Child Nutrition Programs in South Dakota." extension.sdstate.edu/frequently-asked-questions-faqs-about-serving-bison-and-beef-usda-child-nutrition-programs-south



  There is an exception for donated traditional foods served to primarily Native American students. (fns-prod.azureedge.net/sites/default/files/cn/SP42_CACFP19_SFSP21-2015os.pdf).

  Another exception to this rule is poultry. Schools may serve poultry products from producers who fall under the Poultry Products Exemption Act, which exempts the meat products from needing to be processed in a USDA or state inspected facility. This only applies to poultry raised and slaughtered in South Dakota, not from other states. For more information about the Poultry Products Exemption Act refer to the USDA FSIS Directive 5930.1 and the USDA Memo on Procuring Local Meat, Poultry, Game, and Eggs for Child Nutrition Programs (fns.usda.gov/procuring-local-meat-poultry-game-and-eggs-child-nutrition-programs).

- **Fish** – Local fish is an option that is gaining popularity for schools. All fish served in South Dakota schools must be commercially harvested and processed. According to the USDA, "local meat and seafood can be cut, pre-cooked, dehydrated, crumbled, and filleted before it makes its way to the cafeteria". Please speak to the SD Department of Health if you have additional questions on this topic, by contacting (doh.sd.gov/food/)

- **Eggs** – Locally sourced shelled eggs served in South Dakota schools must come from producers who hold an Egg Candler/Grader License and Egg Dealer License. Shelled eggs do not need to be pasteurized to be served in schools. Egg products other than shelled eggs, such as liquid, frozen, or dried eggs, must be produced under USDA inspection. For more information on procuring eggs see the USDA Memo on Procuring Local Meat, Poultry, Game, and Eggs for Child Nutrition Programs.

- **Milk** – All locally produced fluid milk served in schools must be pasteurized, Grade A, and meet

the FDA's standards for Vitamins A and D. (Source: USDA 7 CFR Section 210.10) In many cases, schools already serve local milk through their regular distributors, due to the perishable nature of milk and the existing local supply chain infrastructure.

- **Game Animals** – Schools can buy wild and domesticated game meat with Federal funds as long as the animals are slaughtered under inspection in an USDA or SD State inspected establishment. Game animals that are slaughtered in the wild are not eligible for school use. For more information on rules around game animal procurement see the USDA Memo on Procuring Local Meat, Poultry, Game, and Eggs for Child Nutrition Programs. The SD Animal Industry Board List of State Inspected Establishments website: aib.sd.gov/pdfs/Website%20INSPECTED%20EST.pdf.

On Farm Safety

Schools often wonder what to look for when it comes to on-farm safety practices and procedures when getting started with farm to school. **It is important to keep in mind that locally produced foods are not inherently any riskier than foods purchased off the truck from a vendor.** Producers in your community have a vested interest in keeping the food safe - often times their children or grandchildren will be eating the food! This section will discuss some of the best practices to watch for, to ensure the food being purchased is as safe as possible.

- **Farm Safety Plans** – Many producers have written farm safety plans in place to describe their regular practices on the farm. If you are starting to work with a producer, ask them to see their farm safety plans and look at things like practices around hand washing, harvesting, water testing, traceability/record keeping, and other points you are interested in knowing.

- **Liability Insurance** – Most producers interested in selling their goods to institutions such as schools will have product liability insurance already in place. When talking with the producer ask them about their product liability insurance policy. It is recommended that a food producer carry a $1 million policy when selling to institutions. If you typically use a particular standard for product liability insurance when purchasing from your primary vendor then consider using the same standard for local purchases.

- **Good Agricultural Practices (GAP) Certification** – Good Agricultural Practices are voluntary, science-based practices and protocols that farmers can follow to assure that they reduce the risk of food-borne illness on their farms as much as possible. Some farmers choose to receive a third-party audit to assure that they are following GAPs on their farms. Since schools may choose the food safety standards they require for their food sources, GAP certification is not required for a farmer to sell to a school. In fact, most South Dakota farmers follow Good Agriculture Practices on their farms but have not participated in a third-party GAP audit.

- **Traceability and Record Keeping** – It is always good to ask a producer about their method of traceability and record keeping. Having these systems in place, which track the foods being purchased from the time they are harvested to the time they arrive at the school, can be helpful in many situations.

- **Food Allergens** – Food allergens are a growing food safety and public health concern, with an estimated 4% to 6% of children in the United States (CDC, 2018). There is no cure for food allergies and reactions can be life-threatening. Strict avoidance of the food allergen is the only way to prevent a reaction. That is why it is so important for schools to develop plans for preventing allergic reactions. If a certain food allergen is a concern for your school district, be sure to discuss this with the producers you are working with. Ask producers about their harvesting, packaging, and washing practices and discuss whether there is potential for cross-contamination with a known allergen.

Marketing Farm to School

One key to a successful farm to school program is to market the efforts that are being taken. Be sure to highlight local items on the menu, in the cafeteria, and in bulletins to parents. It can also be great to incorporate the local products you are serving into school lesson plans when possible. The better the program is marketed and communicated, the better it will be received by parents, teachers, students, and others. More ideas on marketing can be found in the Additional Resources section of this guidebook.

Producer Farm to School Guide

How to Start Selling Products to Schools

Local schools are great markets for producers looking to sell their products. Schools provide a steady customer base, they plan for large orders in bulk, and they are reliable buyers. South Dakota schools serve about 106,000 lunches per day, or 17 million lunches per year. In South Dakota, 70% of schools have reported they are interested in buying locally produced products to serve to students (Source: Dakota Rural Action Farm to School Survey, 2017). However, producers often have several questions about how to get started with these efforts. In this section, we will discuss how to get started with selling locally produced foods, review the rules and regulations around local food sales to schools, and identify some best practices for selling local foods to school districts.

How to Find a School

Many schools in South Dakota are interested in buying locally produced items, however, producers often do not know where to start when trying to identify schools they could work with. Luckily, there are resources available to help you learn which schools to contact.

- **South Dakota Department of Education, Child And Adult Nutrition Services (CANS) Office** – The CANS Office administers the USDA Child Nutrition Programs which include the National School Lunch and Breakfast Programs. They keep a list of schools and local agencies that participate in one or more of the Child Nutrition Programs each school year on the CANS website (https://doe.sd.gov/cans). As a producer, you may request a list of school food service contact information through the CANS office at (605) 773-3413.

- **Dakota Rural Action (DRA)** – DRA serves as a partner to the National Farm to School Network. As part of this work, DRA sends an annual survey to all schools in South Dakota asking them about any current or desired farm to school activities. Producers interested in selling to schools can contact DRA staff for information about which schools in their area show an interest in procuring local foods. Additionally, DRA publishes the South Dakota Local Foods

South Dakota Highlight

A rancher near Wall, SD has worked with Wall Meat Processing and Wall School District to create a beef to school program. In 2019, ranchers sold six cows per semester (about 1750 lbs.). It was used mostly as ground beef in school lunches at this 276-student district.

Directory (dakotarural.org/eatlocalfoods/local-foods-directory), which not only lists local food producers in the state, but also highlights which producers are interested in selling foods to schools. This printed publication is distributed to schools interested in farm to school. It is free for producers to list their business in the Directory, and it is a great way to advertise to schools.

- **SDSU Extension** – SDSU Extension serves as a partner to the National Farm to School Network. As part of the land-grant mission of South Dakota State University, Extension provides outreach to schools and agricultural producers across the state on many topics, such as nutrition education, gardening, and farm to school. Their staff, including Farm to School Nutrition Field Specialist, can be reached at extension.sdstate.edu.

- **Farm to School Census** – The USDA periodically conducts the National Farm to School Census. This census surveys all public, private, and charter schools in the United States about their farm to school activities. Details from the data are available online at farmtoschoolcensus.fns.usda.gov. Producers can visit this website to see what schools in their area may be interested in buying food locally.

Where Schools Source Local Food

When selling food to a school, it can be helpful to know how a school purchases food. In most school districts, school food service directors, business managers, or head cooks will make food purchases for the district, including multiple schools if applicable. Individual schools within a district may have kitchen managers with menu influence but ordering and final decision-making typically occurs by one individual for the district. Contact information for the school food service director, business manager, and/or head cook should be available on district websites.

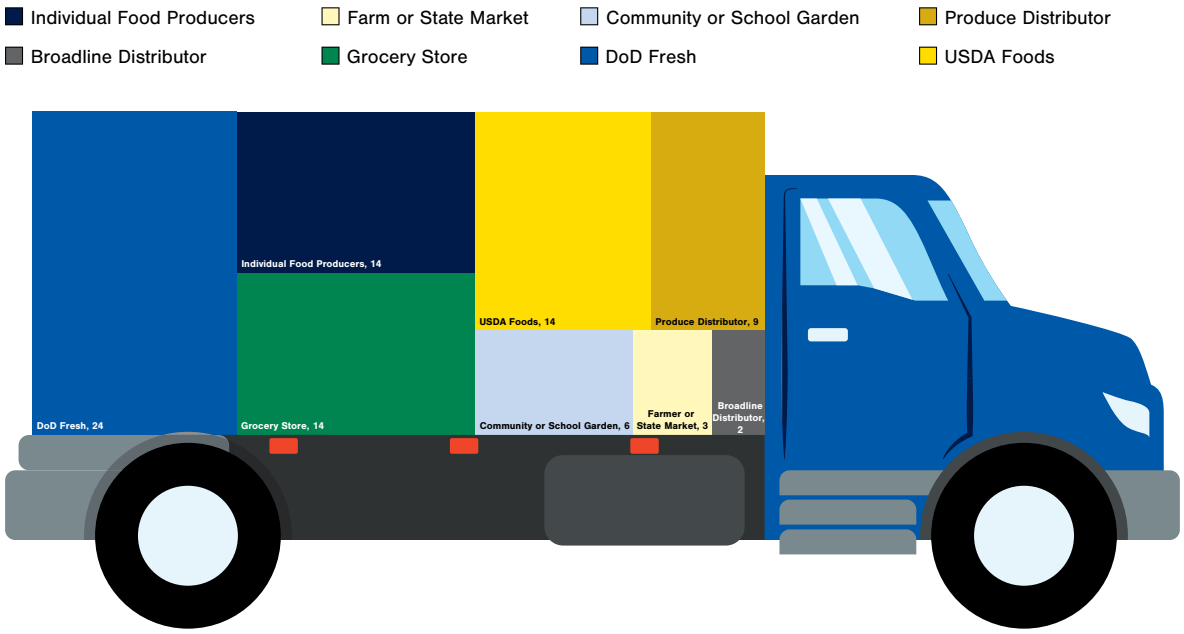
There are a few different methods for schools to purchase local foods. The following are common local food sources. These include getting food directly and indirectly from local sources. Selling with any of these sources could result in getting local food products to schools.

- Individual food producers (i.e., farmers, ranchers, fishers), including Community Supported Agriculture (CSA)
- Cooperatives of farmers, ranchers, or fishers
- Farmers' markets or roadside stands
- School or community gardens or farms
- Produce distributors (Ex.
- Broadline distributors (Ex. Sysco, U.S. Foods)
- Food Hub (a centrally located facility with a business management structure facilitating the aggregation, storage, processing, distribution, and/or marketing of locally/regionally produced food products. Ex: Dakota Fresh Food Hub)
- Grocery stores
- USDA DoD Fresh Program (The USDA Department of Defense Fresh Fruit and Vegetable Program allows schools to use USDA Foods entitlement dollars to buy fresh produce.)
- USDA Foods

The results of the 2019 USDA Farm to School Census reveal the following sources of local food purchases by South Dakota school districts.

Many schools that procure local food start with **donations**. While no producer is expected to provide food free of cost, it can be helpful to know that it is an option. Providing samples or a small amount of your products may be a good way for a food service director to get to know your products and make them more likely to purchase from you in the future.

Sources of Local Food by School Food Authorities Participating in Farm to School, 2019



Some school districts make purchases as part of a **school food purchasing cooperative**. These cooperatives are groups of schools that come together to procure food. The schools are typically located near each other or along distribution lines. By creating a purchasing cooperative, schools can receive better pricing at scale and commitment to routine deliveries. Schools in purchasing cooperatives are still able to make purchases as stand-alone school districts. If you work with a school that belongs to a purchasing cooperative and you have a large amount of product, you could discuss selling to all the schools. Or you could still sell to one or more of them individually.

How to Market and Sell Local Foods to Schools

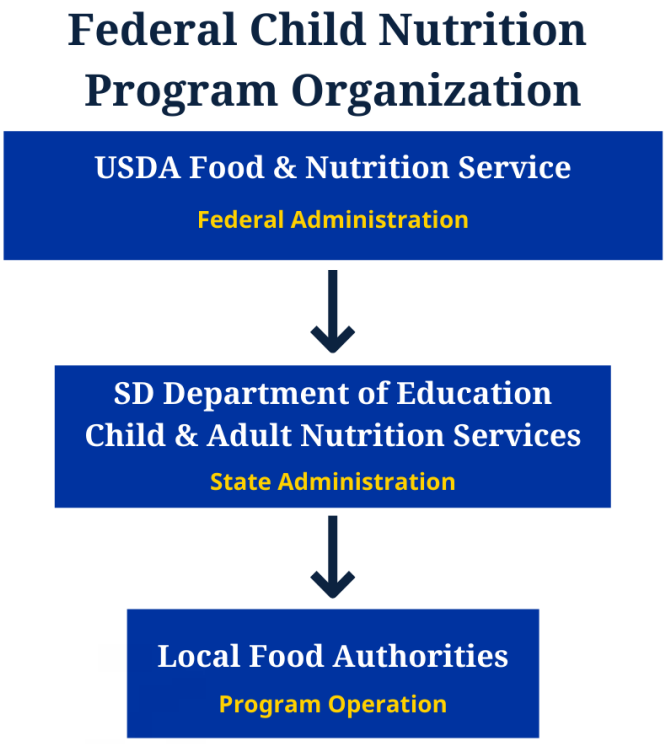
In order to sell local food products to schools, producers need to understand the federal, state, and local regulations that school districts must follow.

- **What is an "approved source"?** – Schools are required to serve food that comes from "approved sources," but the definition of "approved source" is up to the school district itself. An approved source has different definitions based on the type of food in question. South Dakota Department of Health guidelines state that foods served in institutions like schools must come from an "approved source."

  For fresh, whole, and unprocessed foods, schools can set their own requirements to define what is required of vendors that provide food for the school meal program. Additionally, schools must only purchase and award contracts to buyers that can meet those requirements, and keep documents of the procurement transactions. In order to achieve this, clear communication between the school and food vendor is a must.

- **Discussing Expectations** - When talking with a local school district, it is important to discuss their expectations regarding delivery, quality, packaging, grading, and more. If the school requires deliveries to take place on a certain day, packaging to be provided in a specific way, or grades to be a certain size, then you will want to know this so you can meet their expectations. If they plan on slicing or dicing an item, then a different standard may be used than if they were to use the item whole. For example, if they are buying zucchini to shred for zucchini bread, large or misshapen zucchinis may be acceptable (and therefore a lower price point might be possible).

- **Marketing with Other Producers** - Sometimes it can be beneficial to market products with other producers. This can help meet the purchasing needs of a school district by providing a wide variety of products at higher volumes. This strategy also reduces the amount of farmers a school needs to directly work with, eliminating administrative burden and reducing the number of deliveries for the school. This can be especially helpful when working with large school districts. This could be done privately one-on-one between producers, or it can be done through a venue such as a food hub. There are currently two food hubs in South Dakota, the Dakota Fresh Food Hub (dakotafreshllc.com) which serves Sioux Falls and the surrounding south eastern SD region and the Black Hills Food Hub (bhsu.edu/Student-Life/Go-Green/Current-Initiatives/Food-Hub) which serves the Black Hills region.

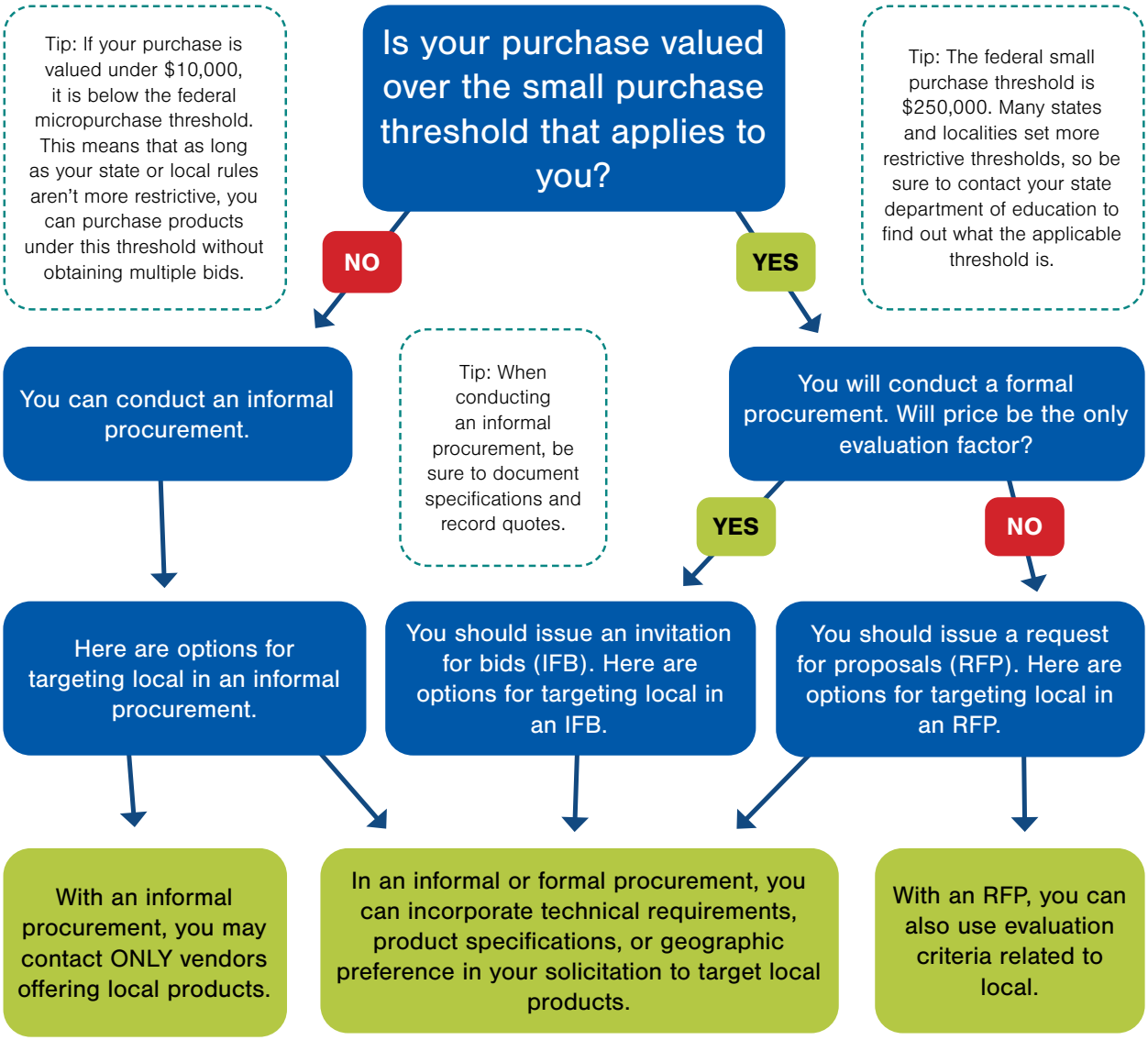


When it comes to child nutrition programs, there are three layers of administration in South Dakota. 1) USDA Food and Nutrition Service, 2) SD Department of Education, and 3) Local Food Authorities (schools). Schools must follow the requirements of the state and federal government, and may choose to enforce more rigid policies. The USDA and SD Department of Education are supportive of farm to school and have no policies against farm to school.

Procurement Rules

Schools participating in the National School Lunch Program must follow certain federal rules when purchasing goods and services using federal funds, as well as any applicable state and local rules or regulations. These same rules apply when buying local food. Schools use different procurement methods based on the value of the purchase. Under $10,000, schools may use the micro purchase method, which means they may directly purchase a product from a vendor as long as they equitably distribute purchases among different vendors. Under $250,000, schools may use the small purchase method, which involves getting three price quotes for the goods or services they are looking for and selecting the lowest quote. Purchases above $250,000 require the use of a formal procurement method, which can be a Request for Proposals or Invitation for Bids. For more in-depth information and guidance on the RFP process, geographic preference, and other procurement questions, see the USDA's Procuring Local Foods for Child Nutrition Programs handbook (fns.usda.gov/cfs/procuring-local-foods).

As a producer, you may want to ask what type of purchasing method the school district typically uses to buy the products you sell. That way you'll know how to respond to their solicitations or inquiries. Remember, the thresholds in this section are the federal thresholds, and schools may have more restrictive procedures.



Source: USDA DECISION TREE: How Will You Bring Local Foods into the Cafeteria with Your Next Food Purchase?

Food Safety Requirements and Best Practices

USDA requires schools to assure that the suppliers they use follow all applicable federal, state and local laws surrounding food safety. There are no additional or special rules pertaining to food safety and local food, and therefore schools have the jurisdiction to define any food safety requirements they may have. Local health departments inspect school districts annually to assure that they follow applicable federal, local and state food safety rules. Food safety requirements and best practices are often a top concern for school food service employees when getting starting with farm to school efforts. Knowing these rules can be very helpful in working with schools to provide them with local food products that meet these guidelines.

Here are some categories of foods typically served in school meals and some of the federal and state laws governing food safety that schools must follow. Remember that schools may have additional food safety requirements that they themselves define.

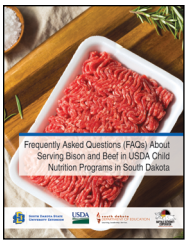
- **Raw, unprocessed foods** – These foods are typically whole, fresh produce items. They have not been cooked, processed or cut in any way (with the exception of any cutting that is required to harvest the product). Schools can purchase raw, unprocessed foods from any vendor that they have identified as an "approved source", so long as that vendor appropriately follows applicable state, federal and local laws governing their business.

- **Processed Foods** – These are foods that have been cut, cooked, preserved, or prepared in some way. Any processed foods that are purchased for the purpose of being served in an institution such as a school, must be prepared in a licensed food service establishment under the observation of a person who has been certified in food safety. Foods processed in a home kitchen cannot be served in a school or institution. When producing processed foods for schools, be sure they are prepared in a licensed food service establishment and under the supervision of someone trained in food safety.

- **Meats** – In South Dakota meat, such as beef, pork, or bison can be a great option for farm to school programs since it is a food item that can be sourced year-round. Meats purchased by a school in South Dakota must be slaughtered and processed under inspection in an USDA or SD State inspected establishment. Any items marked "not for sale" cannot be served in a school. All meats served in school meal programs must be labeled in accordance with USDA FSIS regulations. This is also the case for donated meat. The SD Animal Industry Board List of State Inspected Establishments website: aib.sd.gov/MI%20Forms/List%20of%20inspected%20establishments%20(website)%20-%20Mar%202018.pdf.

  There is an exception for donated traditional foods served to primarily Native American students. This is the only instance meats are not subject to federal inspection requirements.

  For more information regarding purchasing beef and bison for federal child nutrition programs, view the SDSU Extension publication, titled "Frequently Asked Questions (FAQs) About Serving Bison and Beef in USDA Child Nutrition Programs in South Dakota." extension.sdstate.edu/frequently-asked-questions-faqs-about-serving-bison-and-beef-usda-child-nutrition-programs-south



- **Another exception to this rule is poultry.** Schools may serve poultry products from producers who fall under the Poultry Products Exemption Act, which exempts the meat from federal processing requirements. This only applies to poultry raised and slaughtered in South Dakota, not from other states. For more information about the Poultry Products Exemption Act refer to the USDA FSIS Directive 5930.1 (fsis.usda.gov/wps/wcm/connect/84727a9f-cc80-482a-8725-0956524353e8/5930.1Rev4.pdf?MOD=AJPERES) and the USDA Memo on Procuring Local Meat, Poultry, Game, and Eggs for Child Nutrition Programs (fns.usda.gov/procuring-local-meat-poultry-game-and-eggs-child-nutrition-programs).

- **Fish** – Local fish is an option that is gaining popularity for schools. All fish served in South Dakota schools must be commercially harvested and processed. All fish served in South Dakota must be commercially harvested and processed. Please speak to the SD Department of Health if you have additional questions on this topic by contacting them at: (doh.sd.gov/food/)

- **Eggs** – Locally sourced shelled eggs served in South Dakota schools must come from producers

who hold an Egg Candler/Grader License and Egg Dealer License. Shelled eggs do not need to be pasteurized to be served in schools. Egg products other than shelled eggs, such as liquid, frozen, or dried eggs, must be produced under USDA inspection. For more information on procuring eggs see the USDA Memo on Procuring Local Meat, Poultry, Game, and Eggs for Child Nutrition Programs. For questions and to become licensed, contact an SDSU Extension Food Safety Field Specialist or visit the following link for more information. extension.sdstate.edu/selling-and-distributing-eggs-south-dakota

- **Milk** – All locally produced fluid milk served in schools must be pasteurized, Grade A, and meet the FDA's standards for Vitamins A and D. (Source: USDA 7 CFR Section 210.10) In many cases, schools already serve local milk through their regular distributors, due to the perishable nature of milk and the existing local supply chain infrastructure.

- **Game Animals** – Schools can buy wild and domesticated game meat with Federal funds as long as the animals are slaughtered and processed under Federal or State inspection. Game animals that are slaughtered in the wild are not eligible for school use. For more information on rules around game animal procurement see the USDA Memo on Procuring Local Meat, Poultry, Game, and Eggs for Child Nutrition Programs. The SD Animal Industry Board List of State Inspected Establishments website: aib.sd.gov/MI%20Forms/List%20of%20inspected%20establishments%20(website)%20-%20Mar%202018.pdf.

On Farm Safety

As a producer, you might often wonder what schools require when it comes to on-farm safety practices and procedures when getting started with farm to school. This section will discuss some best practices to implement to ensure the food being sold to the school is as safe as possible. It is up to the school to determine the specific food safety practices required by vendors.

- **Farm Safety Plans** – As a producer, you should have a written farm safety plan in place to describe your regular practices on the farm. It should include things like practices around hand washing, harvesting, water testing, traceability/record keeping, and other points schools will be interested in knowing. If you do not have a written Farm Safety Plan then developing one should be a first step when starting to sell to schools. There are many online resources available to assist in writing a Farm Safety Plan such as the University of Minnesota's Food Safety Plan Template (extension.umn.edu/safety/growing-safe-food), or their are several resources compiled by the Produce Safety Alliance (producesafetyalliance.cornell.edu/resources/farm-food-safety-plan-writing-resources). These resources cover checklists that producers can use when developing their plans and outline the type of information that should be covered such as water testing, soil tests, harvesting practices, and more. To speak to a farm safety assistant, contact SDSU extension at 605-688-4792 to be connected with a field specialist, or visit the "our experts" page of the SDSU extension website at extension.sdstate.edu/about/our-experts to find an expert in your area.

- **Liability Insurance** – Many schools require that a producer have a product liability insurance policy covering $1 million or more for each product the producer plans to sell to the school. This is a best practice, and is oftentimes required for sales at farmers' markets or other outlets.

- **Good Agricultural Practices (GAP) Certification** – Good Agricultural Practices are voluntary, science-based practices and protocols that producers can follow to assure that they reduce the risk of food-borne illness on their farms as much as possible. Some producers choose to receive a third-party audit to ensure that they are following GAPs on their farms. Since schools may choose the food safety standards they require for theirfood sources, some schools may choose to make GAP certification a requirement, but many do not. In fact, most South Dakota producers follow

Good Agriculture Practices on their farms, but have not participated in a third-party GAP audit.

- **Traceability and Record Keeping** – Many schools are interested in knowing where their food comes from, and want to assure that it can be traced back to the source if there is a food safety concern. Therefore, schools may have traceability and record keeping requirements, and it is a best practice for farmers to have these procedures in place.

- **Food Allergens** – Food allergens are a growing food safety and public health concern, with an estimated 4% to 6% of children in the United States having a food allergy, it is important to take precautions against potential allergens in your operation. There is no cure for food allergies and reactions can be life-threatening. Strict avoidance of the food allergen is the only way to prevent a reaction, that is why it is so important for schools to develop plans for preventing allergic reactions. Be prepared to speak with schools about food allergens. Schools will ask you about your harvesting, packaging, and washing practices, and will want to discuss with you whether there is potential for cross contamination with a known allergen.

Inventory Planning with Schools

The first thing to start with could be an initial conversation about what the farm has to offer, an exploration of trial runs/pilot projects, to get started. Consider the following questions:

- What might be an easy item to swap out a non-local item for a local item without making drastic changes to labor, equipment, or food cost?
- Could there be an initial taste test of a local item that the farm could provide?
- Give the farmer an idea of the school's capacity
- Does the school have a full kitchen?
- Does the school have a salad bar?
- Is the school's staff familiar with preparing raw meat or fresh vegetables?
- Where should we/you begin?

A local foods purchasing goal can cover many ideas including: which foods to serve, how much to spend, and can help you plan for the upcoming year's production. Things consider include:

- **What products are you able to provide?** – It can be helpful to start with a local food inventory of what you are able to provide to the school. This might include produce, meat, eggs, cheese, honey, value added goods, and more. Be sure to consider all of your options when picking which items to add to your list. If you have not yet planted for the year it can be beneficial to ask the school what items they would like to purchase so you can customize your growing season to their needs. It can be helpful to look at the school's previous and existing menus to see where there might be overlap. School menus are available online on the schools' websites.

- **How much will the school spend on local foods?** – It is important to understand the school's food buying capacity and think about how much they can spend on locally produced items. Different people make decisions about school food budget at different schools. The food service director or business manager will have an understanding of the food service budget. Asking one of them to share their current price list can help you understand the prices they currently pay and see where you may compete in the market.

- **Are there funding options?** – Some schools utilize grants, donations, programs, and other means to help pay for the local foods they serve at their schools. Creativity in funding and serving options

can be the key when it comes to serving local foods in addition to the National School Lunch Program reimbursements and student payments. For example, some schools have partnered with area Parent Teacher Associations to bulk purchase meats. The parents might buy the prime cuts of meat at a price which would offset the cost of the ground meat for the school to use. This is just one example of how schools and producers can creatively incorporate local food procurement.

- **How frequently will local foods be served?** – It can be helpful to remember that not all food served in the school must be local for farm to school programs to be successful. Local foods may only be served once a week, once a month, or maybe even once a year as a special event. Work with schools to start out small and add more local foods as they get comfortable with you as their producer, and the overall process. Each district's farm to school program will look a little different and the way they source local foods may look different to another school district.

- **Grow items in their price point** – When planning for your season it can be helpful to identify which items you can grow within the school's price point and plant accordingly. Growing items with the school's price point in mind may also help both you and the food service director be satisfied at time of billing. Schools often calculate price per serving when they purchase products. You may want to know what that price is when you are pitching a product to a school.
  - » The Oklahoma farm to school website offers a wonderful publication called *Tips, Tools and Guidelines for Food Distribution and Food Safety* (okfarmtoschool.com/growers-tools/tips-tools-and-guidelines-for-food-distribution-and-food-safety). In it they provide an interactive Excel Spreadsheet that acts as a produce calculator and helps producers identify the price per serving. This tool can be found online at okfarmtoschool.com/wp-content/uploads/produce-calculator-excel03.xls.

Other Ways for Producers to Get Involved in Farm to School

Selling products to the school meal program is not the only way for producers to get involved in farm to school efforts. Here are just a few ways producers can participate in farm to school efforts other than sales.

- **Fresh Fruit and Vegetable Program (FFVP)** – The FFVP is a snack program specifically for schools with high rates of free or reduced price meal eligibility rates. While this is still a food sale to the school, it is one that is facilitated through a special program rather than the National School Lunch Program. It is a grant program that some schools are able to utilize for younger students to help introduce them to different types of fresh produce. These grant dollars can purchase single taste servings for each student, and local food purchases are allowed. Be sure to ask if the school system you are working with, participates in the FFVP, and find out if that may be an option for local foods.

- **Farm Tours** – Even if the school is not able to purchase foods at the onset, it can be beneficial to host a farm tour for either the school staff or for students to learn about your operation and local food production. This is a great way to begin developing a relationship with a school, and to introduce students to farming.

- **School Presentations** – If bringing the students out to the farm for a tour is not feasible, then you can always bring the farm to them by giving a school presentation. It can be helpful to coordinate with teachers to identify a time when learning about food production might fit well into their lesson plans. Producers can show students photos of the farm operation, explain the process of food production, and answer questions about what it is like to be a local food producer.

- **Mentor School Gardens** – Schools interested in starting a school garden are often in need of skilled experts who understand how to plant a garden and care for the produce being grown.

This is a great way to share farming skills with students and lay the groundwork for a farm to school relationship.

- **Farmer Pen Pals** – One way to inspire the students and get involved with the school is to participate in a farmer pen pal program. Local food producers can coordinate with the school district to write letters back and forth with a class during the school year. This will give students the opportunity to ask questions about what a food producer does and allows the producer to share information about their work.

A visit by a group of tribal educators and wellness coalition members to a geothermal greenhouse growing and selling citrus fruits in cold Northern Nebraska in January surprises and inspires the group

Use of Traditional Foods in Farm to School

Utilizing traditional Native American food in schools is the backbone of developing an enduring food sovereignty system for Native American tribal peoples. Native American farm to school programs are similar to most other farm to school programs, but many tribes also wish to incorporate the cultural aspects of their traditional food practices.

This section provides basic information about traditional foods in farm to school programs but is not meant to be a stand alone guide. For more Native farm to school information, consider the following two documents.

- "Native Farm to School Resource Guide" by First Nations Development Institute (firstnations.org/publications/native-farm-to-school-resource-guide/)
- "American Indian Traditional Foods in USDA School Meals Programs: A Wisconsin Farm to School Toolkit" by Wisconsin Department of Public Instruction (dpi.wi.gov/school-nutrition/farm-to-school/traditional-foods).

Why it is Important to Incorporate Traditional Foods in Schools

Food Sovereignty and Economic Building Blocks

"Food sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems" (U.S. Food Sovereignty Alliance). It also includes the rights to plan and control the agricultural, hunting, fishing, food, and land policies that apply to one's people. Due to well-known U.S. policies and practices toward Native Americans, tribal communities lost their food sovereignty rights which had many negative impacts such as the loss of traditions, increased risk of diseases, and decreased self-reliance. Today, many tribal communities are working hard to reestablish their tribal food sovereignty. Native communities want to build lasting food systems that improve health and nutrition and create a state of enhanced food security for themselves.

South Dakota Highlight

Sicangu Lakota Chief Hollow Horn Bear shares the story of the relationship between the Buffalo and the Lakota people with middle school students. The students just witnessed the sacrifice of the buffalo and will participate in processing it for its meat and hide.

Farm to school can contribute to tribal food sovereignty in many different ways. Selling to schools allows the youngest generation to be nourished by local traditional foods and provides market opportunity for Native producers. When school menu decisions are made with community members, Native Americans can define food systems and plan for locally produced traditional foods to highlight on the menu. When children are engaged in traditional food experiences, they take part in restoring tribal food knowledge and traditions.

In recognizing that Native American farmers, ranchers and food gatherers are an asset to communities' economic, social and cultural systems, it becomes imperative to support them as they do their part to improve their tribal communities by incorporating their foods into school meals. Not only do these Native farmers help build local businesses, they are often also helping to create other local food related jobs and small business opportunities. Schools are often the largest food buyer in rural communities, so farm to school procurement supports expanding local food businesses. Over time, this can lead to revitalized local economies and increased Native control over portions of their own agricultural and food systems.

Cultural and Educational Considerations

Cultural practices related to the traditional farm to school program may incorporate activities such as:

- Growing and harvesting traditional crops from heirloom seed sources (e.g. Lakota squash or blue corn)
- Substituting traditional foods like buffalo or herbs into modern recipes
- Processing foods in traditional ways like stone grinding or sun drying
- Utilizing traditional recipes
- Supporting Native farmers and ranchers
- Using foods gathered in fields or forests, such as wild turnips, herbs, or chokecherries. Foraging comes with food safety risks to be aware of, similar to that of all farms. Additional risks may be acquired since foraged foods may be outside a monitored and tended environment. It is up to the school to define what their food safety requirements.

By employing this type of cultural approach to a farm to school program, it can make the program more appealing and relevant to the entire community. Including elders and cultural leaders can increase the program's impact dramatically even though it may require more inclusive and wholistic planning.

Student looking at sage

Instructor showing how to dig for timpsala or prairie turnips.

Since Native American children can attend a wide variety of schools, each with its own policies regarding food procurement, food safety and curriculum integration, there is no one-size fits-all approach to Native farm to school efforts. While we cannot provide a roadmap for Native communities to plan and implement a Native farm-to-school program, this publication may provide some guidance to plan programming that may be appropriate.

Benefits to Children, Growers and the Community at Large

Children

It is estimated that kids get up to 50% of their caloric intake from their school meals (Kaiser Permanente). This percentage is likely even higher in low-income communities that offer both school breakfast and lunch programs as well as summer feeding programs. Many health and wellness advocates report that the most effective way to improve long term community health is by influencing the habits of the children (First Nations Development Institute (FNDI), 2018).

The importance of partnering with local school systems in order to achieve meaningful food sovereignty policy is intensified in tribal communities. Some direct benefits may include learning the food and ceremonial based words in traditional languages, and increased knowledge of ecological systems and self-reliance through gardening and food gathering activities, in addition to the farm to school benefits mentioned on page 7.

Diabetes educators and volunteers constructing raised bed gardens to utilize at the tribal diabetes prevention program for youth and adults.

Growers

Many growers and gatherers in tribal communities participate in a small scale models of agriculture. Access to capital may limit the size and scope of operations. If you are located in a rural remote, reservation community, you may not be in close proximity to large consumer markets. According to recent USDA data, South Dakota schools serve about 106,000 lunches per day, or 17 million lunches per year. When local growers and gatherers can participate in farm to school programs, they are able to directly access some portion of that funding. Local growers who sell to schools can:

- earn more income;
- establish new market niches with specialty and traditional foods;
- offer student farm tours to connect young people to their traditional agricultural roots; and
- establish local farmers markets to expand for choices for the community at large.

Communities

Farm to school programs in any community make important positive impacts but these are often even more significant and noticeable in small, remote communities, like most South Dakota tribal communities. Dollars that stay in a local economy have a large multiplying effect. Cultural impacts can also be observed as food related traditions are revived. Other community benefits include:

- Healthier youth eating habits spread to the community at large.
- Cultural knowledge increases as traditional food knowledge is strengthened.

- Connects children and families to lands and histories.
- Strengthens Indigenous knowledge and cultural, spiritual and social connectedness. Spoken Native languages also increase as adults learn food words and the words for ceremonies that involve these traditional foods and medicines.
- Helps the environment by reducing transportation needs in the food supply chain.
- Growth in markets for traditional foods sparks community economic development.

Types of Foods to Consider for Tribal Farm to School Programs

The short answer to this question is "the whole tray"! That means that foods from all food groups could potentially be acquired from local farmers including meats, fish, fruits, vegetables, grains, dairy and eggs. According to the 2014 Farm Bill "traditional foods" may also be incorporated into farm to school programs. The 2014 Farm Bill defined traditional foods as follows:

> (A) In General —The term ''traditional food'' means food that has traditionally been prepared and consumed by an Indian tribe.
>
> (B) Inclusions —The term ''traditional food'' includes— wild game meat, fish, seafood, marine mammals, plants, and berries.

The USDA further encouraged programs that primarily service Native American students with the factsheet "Bring Tribal Foods and Traditions into Cafeterias, Classrooms, and Gardens" (fns.usda.gov/cfs/tribal-foods). This factsheet even encourages the donation of traditional foods, as long as they are unprocessed.

- **Wild and Domesticated Game** – Can be accepted as long as the animals are slaughtered and inspected in a Federal inspected facility or State inspected program. In South Dakota, the SD Animal Industry Board (AIB) conducts inspections and maintains a list of inspected facilities throughout the state. A listing of these can be accessed at aib.sd.gov.

  Meats with traditional significance that are donated to schools serving primarily Native American students do not need to be slaughtered/processed in a USDA facility. It is up to the school to determine if these products are safe to serve. Meats typically considered traditional in South Dakota include buffalo which is traditionally raised as well as game meats such as deer, elk, and antelope. Game birds like prairie chicken and grouse are also traditional foods.

  For more information regarding serving bison in federal child nutrition programs, view the SDSU Extension publication, titled "Frequently Asked Questions (FAQs) About Serving Bison and Beef in in USDA Child Nutrition Programs in South Dakota." extension.sdstate.edu/frequently-asked-questions-faqs-about-serving-bison-and-beef-usda-child-nutrition-programs-south

- **Plants** – Plants play a very important role in the Native American traditional food and medicinal roster. Wild plants can be relatively easy to incorporate into a farm to school program but require cooperation with a knowledgeable community liaison. The list of these for South Dakota tribes could include: tympsala or prairie turnip; cat-tail; wild rice; wild onions; and sages. Small fruits and berries such as chokecherries, buffalo berries and rosehips are also important. The regulatory environment for using gathered plants is uncomplicated as long as they are not processed. Please remember for the safety of everyone involved, please consult with community members or others with expertise in plant preparation.

- **Traditional Garden Grown Produce** – Perhaps the simplest road to incorporating traditional foods in the school or other feeding program is through the use of traditional garden grown produce.

In South Dakota, this may include squash, pumpkins, corn and beans as well as herbs for seasoning and teas. Schools can often purchase these through local small-scale growers or can grow them in school gardens. Although other vegetable varieties may not have been traditionally grown in South Dakota, they can also be added to the menu. Native American tribes had a rich history of trade with other tribes throughout the country and were known to have enjoyed foods grown by tribes in the Southwest and Southcentral regions of the country as well. As with wild grown produce, if fruits and vegetables are unprocessed, the regulatory environment will be easier to navigate.

South Dakota Highlight

Dr. David Graper with SDSU Extension is observing a Rosebud Sioux Tribe community member practice learning how to tap and collect box elder tree sap for syrup.

Putting Together a Traditional Foods Farm to School Program

As with all farm to school programs, there are several basic elements to consider:

Procuring Local Traditional Foods

- What is available in my area: who are the farmers, ranchers, growers or gatherers?
- Are the farmers, ranchers, growers or gatherers willing to participate?
- If the farmer, rancher, grower, or gatherer producers produce valued added food, are they properly certified or willing to seek certification? Are all producers trained in Good Agricultural Practices (this is helpful but not required)?
- What quantities of food can the farmer, rancher, grower, or gatherer supply?
- Are they willing to provide tours and information to students and the community?

What is the school willing to do?

- Is the school administration willing to include cultural programming in the school day that relates to the traditional foods and school gardens?
- Is the school food service department willing to prepare different foods? Who will train them in this? Who will provide additional kitchen equipment if needed? Can menus be written to incorporate new foods?
- Who will navigate the regulatory environment and be a liaison with producers and the community?

How will the community connect to the new initiatives?

Community members themselves can be the most valuable allies. They can serve as volunteers for many activities and can serve as the glue that holds programs together as their spheres of influence connect the many circles that are needed to bolster a successful program.

- Who will provide traditional knowledge about wild plants? Does your community have native language speakers who can provide nomenclature for traditional foods and ceremonies?
- Are there recipes available for both traditional and modern ways to prepare traditional foods?

Governing Bodies or Agencies

Native American tribal communities often have governing bodies or agencies that are helpful to involve in farm to school planning and programming. Consider the following governing bodies and agencies:

- Tribal elected officials can influence policies that may be more supportive of healthy eating, language revitalization and local food growers and producers. Talk to tribal chair people and council members about supporting legislation that favors such policies. They may even be able to provide financial support through some of their programs.
- Most tribes have tribal programs or departments that specialize in health, wellness, language, culture and agriculture. They may be able to offer program support, financial incentives, or curriculum. In South Dakota, the Great Plains Tribal Chairmen's Health Board could be a resource for curriculum materials as well as institutional support. Most tribes also have their own education department, which could also offer support.
- Tribal natural resource departments can inform farm to school programs about accessing fish, game and wild plant resources.
- Tribal colleges may also be a source of multiple resources. Some of them have their own gardens, botanical preserves or buffalo herds. They will also be able to provide language and cultural advisors.

Successful South Dakota Traditional Foods Farm to School Programs

South Dakota has many traditional foods farm to school examples leading the way for farm to school in the state. Consider the following examples.

St. Francis Indian School

At St. Francis Indian School in St. Francis, SD on the Rosebud Reservation, middle school students have participated in a traditional buffalo harvest. The buffalo came from the Sinte Gleska University herd. Traditional medicine men and chiefs guided the students through every step of the process; from allowing the herd to select the buffalo who would sacrifice himself to the people, to the prayers involved in the kill, and finally the processing of the meat and by products. Some of the meat from the harvest was used in a school wide prayer ceremony, while the remainder was utilized by the Rosebud Community Food Sovereignty Initiative for community dinners. The hide was traditionally processed and used to create a school art project.

- St. Francis Indian School served buffalo donated by the Rosebud Sioux Tribe for one meal a week in their school cafeteria.

Red Cloud Indian School

Red Cloud Indian School on the Pine Ridge Reservation has a Farm to School Initiative. Hands-on educational opportunities in the school's greenhouse and garden teach students traditional methods of food production and support a deeper understanding of culture. Students have begun selling garden produce in a farmers market, supporting community healthy food access.

- At Todd County Middle School, a traditional ethnobotanist showed students the uses of local plants; showed them examples and offering them tasting opportunities. Similar programs were presented during the summer through the Rosebud Boys and Girls Clubs.

Additional Resources

University of Wisconsin, "American Indian Traditional Foods in USDA School Meal Program" - dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/amer-ind-trad-foods-toolkit.pdf

First Nations Development Institute, "Farm-to-School Programs: A Guide to Creating a Farm-to-School Program in an Indigenous Community" - firstnations.org/publications/farm-to-school-programs-a-guide-for-creating-a-farm-to-school-program-in-an-indigenous-community/

USDA memo, "Service of Traditional Foods in Public Facilities" - fns-prod.azureedge.net/sites/default/files/cn/SP42_CACFP19_SFSP21-2015os.pdf

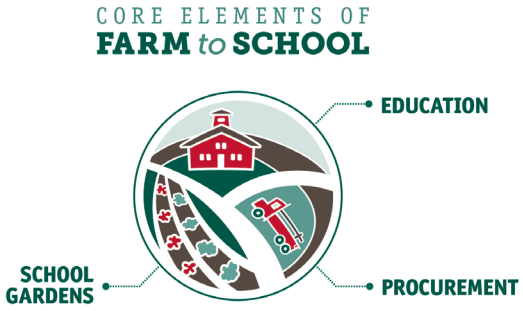
USDA Memo, "Child Nutrition Programs and Traditional Foods" - fns-prod.azureedge.net/sites/default/files/TA01-2015_Child_Nutrition_Programs_and_Traditional_Foods.pdf

USDA Food and Nutrition Service Office of Community Food Systems, "Traditional Food Resources" - fns.usda.gov/cfs/farm-school-resources-1

Farm to School Education

Farm to school programs are not just for the lunchroom. Though, the lunchroom can be considered the largest classroom in a school. Remember the three core elements of farm to school – procurement, education, and gardens. These elements can and should extend beyond the cafeteria. To name a couple of examples, in-class activities and on-farm field trips help encourage students to learn about the food system, food policy and social justice issues around food.

Research shows that when children are exposed to nutrition education curricula promoting local foods, they have a greater willingness to try and like healthy foods (Izumi, 2015). Researchers discovered that compared to those who were not enrolled in a nutrition education curriculum, preschoolers participating had a greater willingness to try target foods. Participating in farm to school education can help your youth to realize these same benefits. In this chapter, we will explore farm to school educational resources and programs.



What is Farm to School Education?

Farm to School education provides learning opportunities pertaining to agriculture and/or food production, healthy eating, and nutrition. Lessons can be incorporated into any school subject such as science, reading, health/wellness, and math.

Resources for Farm to School Education

Farm to school education can be integrated into any content area, such as math, science, English, art, PE, and more. Those coordinating farm to school programs can work with teachers and district curriculum coordinators to determine how and where to begin weaving farm to school lessons into the standards-based curriculum. There are many already established curricula that can easily be incorporated into more formal education to extend farm to school beyond the cafeteria.

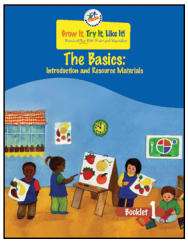
South Dakota Resources

Partners across South Dakota have original materials, free to download, that provide activities and curricula for farm to school education. These include:

- iGrow Readers, K-3rd Grade, SDSU Extension, extension.sdstate.edu/igrow-readers
  - » Book-based lessons to help young children understand the benefits of making healthy decisions involving nutrition and physical activity
- Pick it! Try it! Like it! Preserve it!, Upper elementary – adult, SDSU Extension, extension.sdstate.edu/pick-it-try-it-it-preserve-it
  - » Materials filled with tips for selecting, preparing, and preserving a wide variety of fruits and vegetables. Colorful fact sheets, recipe cards, and educational videos provide educators and families with fun, engaging tools to enhance any dietary curriculum!
- Grow Getters, Pre-K-3rd Grade, SDSU Extension, extension.sdstate.edu/grow-getters-garden-education-series-youth-and-families
  - » Standards-based science, nutrition, and physical activities compiled into lessons about gardening, soils, seeds, pollinators, and harvest/preservation.
- South Dakota Harvest of the Month, Pre-K and Out-of-School, SD Department of Health, healthysd.gov/category/harvest+schools/
  - » A downloadable educational program designed to make learning about fruit and veggies easy, tasty, and fun! This versatile set of materials can be used by parents, teachers, or educators to help kids get excited about eating more fruits and vegetables.
- South Dakota Public Broadcasting – Education
  - » Educational resources for Early Learning (sdpb.org/earlylearning/) and K-12 (sdpb.org/learn/) relevant to South Dakota.

Federal Resources

The following USDA curricula are free and can be a great way to start thinking about how to incorporate educational components to farm to school:



- Grow It, Try It, Like It Nutrition Education Kit featuring MyPlate, Pre-K and Head Start, fns.usda.gov/tn/grow-it
  - » 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.
- Discover MyPlate, Nutrition Education for Kindergarten, fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten
  - » A fun and inquiry-based nutrition education that fosters the development of healthy food choices and physically active lifestyles during a critical developmental and learning period for children — kindergarten.
- Team Nutrition, fns.usda.gov/tn/team-nutrition
  - » FNS's Team Nutrition initiative provides free garden-based nutrition education resources, including standards-based lessons that integrate nutrition education into core educational subjects. Schools, summer meal sites, and child care programs (centers, homes, and sponsors) that participate in USDA's Child Nutrition Programs may order print copies or download the materials listed above, for free.

Other Helpful Resource Databases

- PBS Learning Media, Pre-K-12th grade, sdpb.pbslearningmedia.org/
  - » Free, standards-aligned videos, interactives, lesson plans, and more for educators.
- Child Nutrition Sharing Site – Farm to School Resources, all ages, theicn.org/cnss/farm-to-school/
  - » Farm to school resources and tools, related to all components of farm to school, including education, submitted by groups working across the country.
- National Farm to School Network – Curriculum Resources, all ages, farmtoschool.org/resources?resource-topics=curriculum
  - » A synthesized listing of many curricula for a variety of ages and topics created by peers around the country.
- National Agriculture in the Classroom – Teacher Center, K-12th Grade, agclassroom.org/teacher/
  - » Classroom-ready instructional resources aligned with agricultural literacy outcomes and national education standards.
- FoodCorps – Lessons, K-5th Grade, foodcorps.org/resources/foodcorps-lessons/
  - » Hands-on experiential activities to engage kids in learning about healthy food. This suite of 96 lessons is intended to guide food and garden educators to spark inquiry and love for healthy food and should be adapted to reflect the needs, identity and culture of the community in which they are taught.
- Life Lab - Lessons and Activities, lifelab.org/category/lessons/
  - » Garden-based science and nutrition activities for youth.

Programs for Farm to School Education

South Dakota 4-H

4-H is delivered by SDSU Extension and provides experiences where young people learn by doing. Kids complete hands-on projects in areas like health, and agriculture, in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles. National 4-H Curriculum focuses on farm to school aspects and can be found at: 4-hmall.org. Before purchasing this curriculum, be sure to reach out to your local SDSU Extension 4-H Youth Advisor in your community to see if they already have it and how you can partner together.

- Choose Health: Food, Fun, and Fitness, shop4-h.org/products/choose-health-food-fun-fitness-curriculum
  - » Six hands-on, nutrition and fitness lessons: 3rd-6th grade
  - » Suggested group size of 10-12 children
  - » Each lesson includes interactive nutrition activities, food preparation, active games, a goal setting challenge, and a family newsletter
- Food Curriculum, shop4-H.org/collections/searchresults?type=product&q=foods+curriculum
  - » A curriculum for all ages
  - » Helps youth make healthy food selections and smart food purchases
  - » Covers food safety and science, preparing and preserving food, and careers and foods around the world
- Cooking 101, shop4-H.org/products/cooking-curriculum-101
  - » Grades 3rd-5th, but can be used for youth of any age based on their skill level
  - » Encourages youth to explore kitchen basics, cooking safety, and measurement

Farm Tours

Farm tours allow students the opportunity to learn where their food comes from and the process it goes through to end up on their plate. These tours may incorporate concepts of science, math, nutrition, and many more in hands-on learning. Here are a few tips for farmers hosting a farm tour.

Before a farm tour:

- Visit the classroom to meet the students and the teachers.
- Come prepared to ask the students questions such as if they have been on a farm before and what they see on the farm.
- Explain what happens day to day on the farm and allow students to ask questions.
- Go over your expectations for when they visit the farm and rules you have such as respecting the property and not touching anything unless instructed to.
- Provide the teacher with a list of items the students may need for the tour such as a water bottle and sunscreen.
- Make sure the teachers have name tags for the students and the teacher has decided what they are doing for lunch or if they are bringing a sack lunch for eating at the farm, and make sure all waivers are signed.
- Provide the teacher with a schedule ahead of time so they can distribute it to volunteers.

During a farm tour:

- Break up the students into smaller groups and make sure there is an appropriate amount of adult supervision.

- Make sure they students and volunteers are aware of safety issues such as allergies, and or/being around livestock.
- Make sure students are aware of any precautions they need to take while handling any crops of livestock.

Farmer Presentations

If a tour to a farm is not possible, consider inviting a farmer to school to talk about food production and/or lead an activity. Consider a PowerPoint presentation or bringing in props to show students what different seeds look like, or small instruments farmers use while taking care of livestock. The more interactive and hands-on, the better. Consider the following talking points and activities:

- Day-to-day life on a farm and what daily chores happen.
- Growing seasons for each crop, such as going through the process from when the seed goes into the ground to when it is harvested.
- Raising livestock and day to day activities needed to do to keep livestock healthy.
- Explain how farming and the knowledge of how their food is grown, helps them make healthier eating choices.
- Have the farmer teach students about tending to a garden by using a school garden as an example.
- Plant a seed in a small container and tend to its growth for a few weeks. Ask the students to transfer it at home into a bigger container or garden.
- Host a harvest festival or farmers market together with farmers and students.

Ag United for South Dakota has a program called "Adopt a Farmer." Fourth grade classrooms across the state have a chance to "adopt" a farmer for the school year. This includes monthly video updates and at least one visit to the classroom. To learn more, visit: agunited.org/adopt-a-farmer/.

Youth participating in Youth & Family Services' Garden Education Project show off their newly planted seedlings.

School or Youth Gardens

Gardens offer an additional space to learn science, create art, or solve real-life math problems, to name a few examples. Opportunities in school gardens are countless. Even the ways school gardens are created are numerous with different shapes, sizes, and locations to consider. They could be right on campus, or within walking distance, in a classroom, or in a shared school space. Not only can gardens be educational, but they are associated with many positive outcomes. Research shows:

- Garden-based learning results in reduced school failures and dropouts and improved student episode control, self-confidence, and self-esteem (Simonian, 2008).
- When schools offer school gardens, 44.2 percent of students eat more fruits and vegetables (Kids' Safe and Healthful Foods Project, 2016).
- Increased willingness to try and increased consumption of fruits and vegetables at college age due to gardening exposure at a young age (Loso, 2016).

This section will provide an overview of school garden types and provide ideas to get started with a school garden to meet the unique goals for your school and students.

Garden Types

When doing farm to school, there is no one-size-fits-all program. The same is true for gardens. Fortunately, there are plenty of different types of gardens; at least one is sure to work for each school. Remember, gardens do not have to be large or perfectly maintained to be successful. Think about your goal for the garden. Is it educational? To create

South Dakota Highlight

With the support of grantors, businesses, and individuals, Youth & Family Services (YFS) began developing its Garden Education Project in 2014. Starting out as a few raised garden beds in a parking lot, the project has grown to encompass five growing locations, including a greenhouse classroom and a 3.4-acre farm. YFS' Garden Education Project provides hands-on learning opportunities to children, ages 2-18, provides fresh produce to YFS' Nutrition Services program and enrolled families, and hosts educational events for area community members.

green space? Or do you have a goal to produce a certain volume for snacks, to sell at a market, or provide for the cafeteria? Will you grow only in the regular growing season, or do you need to extend for the school year? Will the garden be for a classroom, a school, the district, or the community? Let your goals guide your choice of garden method. The following two sections list many different gardening methods for both indoor and outdoor growing.

Indoor Garden Methods

- **Microgreens:** Microgreens are young, tender plants most used in salads or as garnishes. They grow indoors, often under a grow light, and are harvested by cutting the stem when the first true leaf appears after the cotyledons (the first leaves to appear from a germinated seed), about 2 inches tall. Microgreens are incredibly nutrient rich and take only 1-3 weeks to produce start to finish (varies by seed used). One disadvantage is that microgreens catch disease easily and sanitation practices must be followed closely.

- **Window herb garden:** Herbs can be grown and harvested indoors year-round or indoors as protection from the cold during winter months. This is very low cost and only requires a sunny window sill (or grow light), pots, potting mix, and your favorite herbs.

- **Starting seeds indoors:** Some plants do best when started indoors. These include cauliflower, head lettuce, cabbage, broccoli, tomatoes, eggplant, and others. Starting seeds indoors can allow for longer harvest season. A grow light, pots/seed trays, and potting mix are necessary materials. Seedlings will need to go through a "hardening-off" phase (slowly accommodating the plants to outdoor conditions) before being transplanted outside.

- **Aeroponics:** This garden type involves growing plants or herbs in a space where roots are suspended and misted with nutrient rich water. These can be set up in small spaces in a classroom. Lettuce, spinach, and herbs are commonly grown in aeroponics units.

- **Hydroponics:** Hydroponics does not use soil as a media to grow plants. Rather, it uses a material such as clay pebbles to support the plants' root systems and a solution of nutrients in water to provide nutrients to the roots. Hydroponics systems can produce plants (such as lettuce and tomatoes) faster and larger than soil methods. It is a rather technical growing method and will require some learning to get started. Once hydroponics systems are up and running, they require monitoring to ensure proper pH level, oxygen availability, and system functioning.

- **Aquaponics:** This garden type combines aquaculture (growing aquatic animals) with hydroponics (growing plants in water) by using nitrogen waste (urine) from the aquaculture component (fish) as nutrients for plant growth in the hydroponics component. Recycling of nutrients allows for minimum maintenance. Due to food safety concerns, we suggest using school aquaponics units for ornamental growing only, not for the purpose of eating.

Outdoor Garden Methods

- **Ground garden:** When you think of a garden, this is probably what you think of. It is an often tilled, rowed space for vegetable/fruit/herb production. Ground gardens are simple and easy to begin,

needing only loose soil and some seeds or young plants. There are many optional strategies for improving ground gardens. Ground gardens could include annual or perennial plants but are generally only operational between last frost in the Spring and first frost in the Fall.

- **Raised beds:** Raised beds take many shapes and sizes outdoors and in modified growing environments like high tunnels and green houses. With countless methods for building raised beds, they can be tailored to nearly any outdoor space and offer flexible budgeting. Consider re-using materials, such as tires, bathtubs, animal feed buckets, or scrap wood to make a low-cost raised bed. These structures are good for defining growing spaces, maintaining plant-specific soil conditions, and making gardens accessible to those who cannot bend down. A disadvantage of raised beds is finding soil to fill the raised space and potential increased cost compared to a ground garden.

When creating raised bed gardens, remember to consider the sizes of youth. Try to limit the width to 2x a typical arm length.

- **Trellises:** Trellises are a way to add dimension to a garden while also improving function. They can be incorporated into other garden types (such as raised beds and ground gardens) and offer a place for certain plants to crawl upwards. Trellises work for plants such as peas, beans, melons, squash, cucumbers, and flowers that like to climb. Trellises can be made from lots of materials and can be formed into different shapes such as arches, pyramids, or simply straight vertical. All in all, trellises add a beautifying appeal to gardens and help keep produce off the ground. Just be certain that they are strong enough to withstand wind when covered with plants!

- **Food forest:** A food forest mimics the design of a forest but with all plants that produce food. Many communities across the country grow food forests for community members to visit anytime. Food forests can improve community food security. They take little maintenance after establishment and can be a fun place for youth to discover how food grows. One challenge is that food forests take many years to reach full maturity. However, the "understory" (shorter) plants produce fruit before the trees. Another challenge is to select and place plants carefully so that they get enough sunlight to produce flowers and fruit, since most plants need at least six to eight hours of sunlight per day.

- **Pollinator Garden:** A pollinator garden can be stand-alone or part of a larger garden. Pollinator gardens use plants such as geraniums and oregano that attract pollinating insects such as bees and butterflies. These gardens can be very beautiful and eye appealing. However, they may attract bees that can sting.

What to Plant

By Planting and Harvest Dates

Running a school garden program solely during the school year calls for some strategy in planting and harvest dates to match the school calendar. Likewise, if you plan to operate a program solely in the summer months, you'll want to consider short season plants. The following lists give a few (non-exhaustive) ideas of plants to consider based on your desired planting and harvest dates.

Start indoors in April and transplant outside when the days get warmer:

- beets, broccoli, brussels sprouts, carrots, kale, onions, peas, peppers, spinach, tomatoes

Harvest as late as September:

- beans, beets, carrots, cauliflower, corn, cucumbers, lettuce, onions, peppers, squash, tomatoes

Harvest as late as October:

- broccoli, brussels sprouts, cabbage, kale, spinach

Plant before school is out for Summer and harvest when school starts in the Fall (long growing season):

- brussels sprouts, cabbage, cauliflower, onions, peppers, tomatoes, winter squash, pumpkins

Seed to harvest during summer months:

- beets, carrots, kale, lettuce, spinach

Seed to harvest in 60 days or less:

- arugula, baby carrots, cucumbers, Bok choy, kale, lettuce, mustard greens, radishes, green onions, spinach, Swiss chard, turnips, zucchini, yellow summer squash

By Amount of Sunlight

Do you know the location of your garden? Monitor it for one full day in the summer to see how many hours of sunlight it gets. Then, use the results to guide your choice of plants. The following are a few ideas of plants for full sun, partial sun, and shaded locations.

Full sun locations (6+ hours):

- most beans, cantaloupe, corn, cucumbers, eggplant, garlic, peppers, tomatoes, squash, pumpkins, watermelon

Partial sun locations (4 hours):

- beets, broccoli, cabbage, carrots, cauliflower, celery, leek, lettuce, peas, radish, rutabaga, turnip

Shaded locations:

- arugula, brussels sprouts, kale, lettuce, mustard greens, spinach, Swiss chard

By Amount of Watering

When choosing what to plant in a school or youth garden, it is important to realistically consider the amount of time you and the school garden team can dedicate to maintenance like weeding and watering. If time is a minimal resource, consider plants that can tolerate smaller amounts of water.

Minimal watering:

- black eyed peas, corn, lima beans, mustard greens, okra, pole beans

Frequent watering:

- broccoli, brussels sprouts, cabbage, carrots, cauliflower, leafy greens, kale, peas, turnips

Themed Gardens

Themed gardens are a fun way to increase student interest. They're also a fun way to decide what to plant in a garden bed and may even lend to activities, such as making pizza from "pizza garden" harvest or learning about the three sisters' method. These are simple lists for you to consider and tweak to fit the goals for your school garden.

Salsa Garden	Pizza Garden	Three Sisters Garden
Tomatoes Peppers - jalapeno, serrano, chili, sweet, bell, or a combination Onions - red, yellow, or white Cilantro Garlic	Oregano Parsley Chives Onions Garlic Bell Peppers Roma Tomatoes (for sauce) Cherry tomatoes (for topping) Zucchini Eggplant	Sweet Corn, planted in late May 3-4 feet apart Pole beans, planted from seed near corn when corn is 6" tall Pumpkins, planted between corn plants when corn is 6" tall

Color Themed Gardens

	Purple	Red	Orange	Yellow	Green
Annuals	Beets Eggplant Purple potatoes Radicchio Red cabbage Red onion	Tomatoes Red onion Red Peppers Watermelon Strawberries	Carrots Pumpkins Butternut squash Orange peppers Sweet potatoes Cantaloupe	Corn Golden potatoes Summer squash Yellow bell peppers Yellow tomatoes	Brussels sprouts Broccoli Cabbage Cucumber Green beans Green onions Herbs Honeydew melon Lettuce/Greens Peppers
Perennials	Elderberries Black currants Grapes Purple Asparagus	Rhubarb Apple trees Cherry trees Raspberries		Yellow apple trees Yellow pears	Asparagus Green apple trees Pear trees

For more information about gardening in South Dakota, see "Vegetable Gardening in South Dakota" by Dr. Rhoda Burrows: extension.sdstate.edu/vegetable-gardening-south-dakota.

Suggested Garden Activities

The following is a list of activities for your school garden. It is okay to start small. One or more of these activities may be feasible and appropriate for your school garden's capacity and goals. For other schools, different activities may work and that's okay. Remember, when it comes to farm to school, including school gardens, there is no one-size-fits-all program.

- **Garden to Cafeteria.** Establish a school garden and use the produce in the cafeteria. One example of using your school garden is to create a Garden to Classroom Healthy Snacks Program. The school garden could plant produce such as strawberries or carrots – food that can be eaten in the classroom as part of a lesson related to fruits and vegetables. Students that grow vegetables, eat vegetables (Greer, 2017).

- **Design a Garden Plan.** Get students involved in every step of the process from picking out what's planted to the design of the garden and other features, such as art or playground areas, shade trees, outdoor classroom tables and seating, tool sheds, etc. Make a map. Right angles and perpendicular straight pathways encourage kids to run through the garden. Make your pathways curve and wind. Incorporate spirals and dead ends. Add flowers and artwork and youth will find themselves wanting to wander through the garden, slowing down and starting to pay attention to what's there.

- **Incorporate Art into the garden:** art done by the students in their art classes, and also art from local artists. Bringing together the local arts movements with local foods movements brings another level or vitality to your garden.

- **Incorporate history into the garden.** Research what agriculture was in your area. Incorporate native plants into gardens. On the Northern Great Plains and throughout the Western Hemisphere, many of the foods we eat originated with local tribal nations. Ask the tribal members in your area if they'd consider providing education on Native foods.

A mural painted by youth in the McLaughlin community at the Boys & Girls Club garden.

- **Cooking Events.** Invite area cooks, chefs, BBQ masters and the general public to participate in Cooking in the Garden events, maybe even competitions where they face off against students and the school foodservice personnel on preparing dishes from the garden. Consider partnering with local 4H offices, churches, family and consumer sciences teachers, or other food-related non-profits to borrow cooking materials.

- **Math & Science.** Opportunities for math and science in the garden are plentiful. For smaller kids, paint measurements on the sides of raised beds. As one example, have students paint the measurements on the sides of raised beds and measure plant growth. The back of the seed packet has useful information regarding planting time, plant spacing, plant needs and time to harvest.

Growing Leafy Greens for a Salad Bar

The easiest and most usable crop to start a farm to school program is arguably salad greens. Previously in this guide, we have discussed various methods of gardening. Many of them are well-suited for salad greens, such as aeroponics, and hydroponics, as well as more traditional outdoor options like ground gardens and raised beds.

Different Varieties of Salad Greens

One or multiple leafy greens could be grown for Provided is their days to maturity for a garden that uses soil as the growing media. If using a hydroponics, or aeroponics system, the average days to maturity is about 28. Keep in mind that days to maturity is determined by several growing conditions, so it may vary. Lettuce varieties that have "leaf" or "bib" leaves (such as green leaf, red leaf, and butter bib) can be harvested at just about any time in the plant's development. The earlier leaves are harvested, the less mature and therefore smaller the leaves will be.

- Green leaf lettuce (45-55 days)
- Red leaf lettuce (45-55 days)
- Butter bib lettuce (45-55 days)
- Romaine lettuce (75-85 days)
- Spinach (about 45 days)
- Arugula (45-60 days)

Instructions for Growing Salad Greens to Meet Salad Bar Needs

1. Choose the salad green varieties you would like to grow (above).

2. Determine how many servings of greens you would like to serve for a given week. As a reference, one head of green leaf lettuce will serve about 2 people. Keep in mind "days to maturity" and be sure to plant ahead the number of days required for the lettuce plant to grow. Days to maturity may be less in aeroponics, hydroponics, and aquaponics growing systems as compared to outside or in traditional ground gardens.

3. Determine the number of heads you will use each week by dividing the number of servings you would like by the number of servings per head (about 2 but may vary by salad green type).

4. Plant as many lettuce seeds as you need heads of lettuce for one week. You may plant more seeds in case they do not all produce.

5. After one week, repeat steps 3-5. Repeat every week to keep a constant supply of greens for your salad bar. Adjust as needed.

6. Wash each leaf by submerging in a warm water bath, swishing around to remove sediment, rinsing if necessary, and submerging in a cold bath. You may choose to use a food grade cleanser in the initial water bath (a smart decision to avoid risk of foodborne illness in school and community settings). Alternatively, the greens can be washed by placing on a sanitized screen and spraying them. Dry the salad greens in a salad spinner to remove excess moisture. Store refrigerated in an air-tight bag.

Best Practices and Tips for Your School Garden

- **Choosing a location.** Choosing the site of your garden is very important. It needs to be fairly level, or you'll have to terrace or contour the beds. Areas with too many shade trees are not the best choice. You'll want to test your soil and know your plant hardiness zone, your average last spring freeze and average first fall freeze dates. Lastly, you'll want to make certain that your selected site has an easy to access water source. Depending on your water source, you may want to have your water tested.

- **Create clean walking paths.** Ideal walking paths can be easily weeded and prevent muddy feet. Cover walking paths with either grass or mulch. Only till where plants will be planted, leaving the walking paths with grass wide enough for a lawn mower to pass through for easy maintenance. Another method is to try sheet mulching. Lay down plain newspaper (not the shiny colored adds) after wetting it, so that it sticks together. Most newspapers today use a soy-based ink, so you don't have to worry about using it. Over this, lay wood chips. The two work together to soak up moisture and depending on how you design your gardens, can help move moisture from heavy downpours of rain to your garden beds. It also has the amazing benefit of creating an environment to attract beneficial soil organisms that will slowly build up the health of your soil.

- **Automatic watering.** Automated timers using drip irrigation make watering easy because they put water directly on the roots of the plants, to avoid watering the weeds. They don't splash water on the leaves of your plants, so they reduce the chances of diseases. Combined with the use of mulch, they greatly reduce weeds to the point where the amount of labor in the garden is reduced. Also, they make a perfect project for a math class. With a map of the garden that includes measurements, the class can figure out what to order and how much. They're not as complicated as they look when you first get the boxes with all the pieces and tubes, and they really assemble quite easily and quickly. Properly maintained, a drip irrigation system should last years.

When it comes to school gardens (and farm to school programs in general), let this quote guide you: "Imperfect action is better than perfect inaction." – Harry S. Truman

Additional Resources

Federal Grant Programs:

USDA Farm to School Grant Program

Farm to School Grant Program assists eligible entities, (schools, school districts, agricultural producers, Indian tribal organizations, nonprofit organizations, state agencies and local agencies), through grants and technical assistance, in implementing farm to school programs that improve access to local foods. Applications typically open in the Fall each year.

Agency: Food and Nutrition Services
Website: fns.usda.gov/farmtoschool/farm-school-grant-program

Youth Educator Grant Program

North Central Region SARE recognizes that youth programs are a way to introduce new and exciting farming and ranching options to youth, parents, and community members. The program supports opportunities for youth educators to research, demonstrate, and learn more about sustainable agriculture.

Program proposals open in Mid-August and due in early November (subject to change).

Agency: North Central SARE Office
Website: northcentralsare.org

Environmental Quality Incentives Program (EQIP)

EQIP provides financial and technical assistance to agricultural producers to help plan and implement conservation practices that address natural resource concerns and for opportunities to improve soil, water, plant, animal, air, and related resources on Tribal land, agricultural land, and non-industrial private forestland, i.e. piping water, building ponds/dams, drilling wells, putting in solar pumps, changing irrigation techniques.

Cost-share program available for purchasing seasonal high-tunnel kits. In order to receive a high-tunnel kit you must have already tilled the land for which the kit would be used for or produced on the land previously. Applications are always open and are typically reviewed yearly in October. (Oct. 19, 2018)

Agency: National Resources Conservation Service
Website: nrcs.usda.gov/wps/portal/nrcs/main/national/programs/financial/eqip

Whole Kids Foundation School Grant Programs

Gardens Grant Program

This provides funding to support a new or existing edible garden at K-12 schools, non-profits working in partnership with a K-12 or a non-profit organization. The Application opens in September of each year and closes by Mid-October. Funding, if selected, will be received in February. Visit website for more information.

Contact: grants@wholekidsfoundation.org for questions.

Website: wholekidsfoundation.org/programs/school-gardens-grant

Bee Grant Program

This allows for a K-12 school or non-profit organization to receive support for an educational bee hive. There are four options for hives.

1. Monetay grant of $1,500 to support the success of a bee hive educational program.
2. Observation hive: equipment grant of a custom made indoor observation hive from The Bee Cause Project
3. Traditional Langstroth Hive: equipment grant of an outdoor hive with Starter Kit
4. Top Bar hive: equipment grant of an outdoor top bar hive with Starter Kit

Website: wholekidsfoundation.org/programs/honey-bee-hive-grant

Get schools Cooking Grant

Get Schools Cooking will work with the selected districts through a technical assistance program that includes a workshop for food service directors, on-site assessment and on-site assessment debrief and strategic planning, along with peer-to-peer collaboration and access to a food service program assistance grant. The program has a value of nearly $200,000 per participating district (depending on district size). It opens middle of January and is due the first of March.

Website: wholekidsfoundation.org/programs/get-schools-cooking-grant

Healthy Teachers Programs

Whole Kids Foundation's Healthy Teachers Program empowers educators to improve their personal health and wellness so they can be the healthiest possible role models for students.

Website: wholekidsfoundation.org/healthy-teachers

Kids Gardening Foundation Grant Programs

Youth Garden Grant

The Kids Gardening Foundation offers a variety of grants to new and existing youth garden programs across the nation. Each funding opportunity has its own timeline, defining features, eligibility requirements, and reporting expectations. There is likely to be at least one grant that meets your school garden needs.

Website: kidsgardening.org/grant-opportunities/

More Funding Resources

- **Supporting Farm to School with Non-Profit Hospital Community Benefit Dollars:** This is an opportunity to create a partnership with local hospitals to look at what resources they can offer us, what we can give to them, and how you can work together to offer farm to school in our areas.
  Website: farmtoschool.org/resources-main/supporting-farm-to-school-with-non-profit-hospital-community-benefit-dollars

- **SaladBars2Schools:** This organization provides the resources and tools to make sure all schools have salad bars. The application cycle is rolling.
  Website: saladbars2schools.org

- **Farm Credit Services of America:** Working Here Fund: The Working Here Fund provides two grant options.

  The short-term grant project provides up to $2,000 in grant funds is available for projects that address short-term goals, and could include projects such as, but not limited to, community gardens, 4-H and FFA chapter projects, foodbank needs, backpack summer programs, grain bin rescue equipment, CASE curricula, and drone technology for the classroom.

  The Long-term grants of up to $10,000 each are available for larger community projects focused in smaller rural communities (population 5,000 or less). This includes projects such as, but not limited to, start-up FFA chapters, campaigns for a new fire hall or community building, geodesic domes, larger community greenhouses or high tunnels, or other capital campaign fundraising for community projects. A documented long-term plan is required in the application process for this grant.
  Website: fcsamerica.com/contact/grant-program/grant-program-information

Policy Tools

- **NFSN Programs and Policy Racial & Social Equity Assessment Tool:** This resource can be used to assess implications of specific programming and policy advocacy in advancing racial and social equity and making sure that these opportunities are maximized.
  Website: farmtoschool.org/resources-main/nfsn-programs-and-policy-racial-and-social-equity-assessment-tool

- **City & School District Farm to School Policy Opportunities:** This specifically discusses the work with local school wellness policies and good food purchasing policies for cities/towns.
  Website: farmtoschool.org/resources-main/city-school-district-farm-to-school-policy-opportunities

Resources for Schools and Institutions

Recipes for School Food Service Programs

- **Vermont FEED developed a cookbook for school nutrition professionals**
  vtfeed.org/resources/new-school-cuisine-nutritious-and-seasonal-recipes-school-cooks-school-cooks

- **Chef Ann: Searchable Database of Recipes and Cycle menus**
  thelunchbox.org/recipes-menus/recipes/

Procurement Resources

- **United States Department of Agriculture (USDA)**
  Farm to School Procuring Local Foods
  fns.usda.gov/cfs/procuring-local-foods

- **Michigan State University Center for Regional Food Systems**
  Local Food for Little Eaters: A Migrant & Seasonal Head Start Guide to Local Food Purchasing
  canr.msu.edu/resources/local-food-for-little-eaters-a-migrant-seasonal-head-start-guide-to-local-food-purchasing

- **University of Minnesota**
  Minnesota Institute for Sustainable Agriculture
  Food from Farms: Toolkit for Direct Purchasing of Local Food
  misa.umn.edu/publications/directpurchasingtoolkit

- **Montana State University: Beef to School Program**
  Resources: Getting Started, Procurement Templates, Presentations and Stories
  montana.edu/mtfarmtoschool/beeftoschool.html

Resources for Producers

- **Michigan State University: Center for Regional Food Systems**
  Hoophouse Production and Marketing Guide
  canr.msu.edu/resources/hoophouse-production-and-marketing-guide

- **Center for Rural Affiars**
  Rural Food Business Toolkit
  cfra.org/publications/rural-food-business-toolkit

- **Wisconsin Farm to School Guide for Producers: Tools and Templates**
  Over fifty tools including - pounds to servings calculator, pecks to pounds, sample purchasing agreement, sample invoice, and many more.
  cias.wisc.edu/our-work/food-systems/farm-to-institution/toolkits/

  Tool: Pecks to pounds
  cias.wisc.edu/farmertools14/4-connect-with-schools/pecks-to-pounds.pdf

  Tool: Sample purchasing agreement
  cias.wisc.edu/farmertools14/4-connect-with-schools/sample-purchasing-agreement-2.doc

  Tool: Sample invoice
  cias.wisc.edu/farmertools14/4-connect-with-schools/sample-invoice.xlsx

Food Safety

- **USDA, Office of Community Food Systems**
  Implementing Farm to School Activities: Food Safety
  fns.usda.gov/farmtoschool/implementing-farm-school-activities-food-safety

  Resources in this document by category
  - » Hazard Analysis and Critical Control Points (HACCP)
  - » Good Agricultural Practices (GAP) and Good Handling Practices (GHP)
  - » On-Farm Food Safety Checklist Tools
  - » Product Liability Insurance
  - » Food Safety in School Gardens
  - » Food Safety and Salad Bars
  - » Food Safety with Local Meat, Eggs and Dairy
  - » General Food Safety Resources

- **Produce Safety Resources**
  theicn.org/icn-resources-a-z/produce-safety/

- **University of Minnesota Extension: Farm to School**
  Farm Food Safety Planning
  extension.umn.edu/safety/growing-safe-food

- **Wholesale Success: A Farmer's Guide to Food Safety, Postharvest Handling, Packing and Selling Produce.**
  misa.umn.edu/publications/cropsandsoils/wholesalesuccess

- **Oklahoma Department of Agriculture, Food & Forestry: Tips, Tools and Guidelines for Food Distribution and Food Safety**
  okfarmtoschool.com/wp-content/uploads/cover-TOC.pdf

Resources for Students

- **Real Food Challenge**
  Resources for college students who want to bring real food to their campuses.
  realfoodchallenge.org

- **Institute for Agriculture and Trade Policy**
  Curriculum resources for high school farm to school programs.
  iatp.org/documents/farm-to-school-youth-leadership-curriculum-all-lessons-and-worksheets

- **Kids Gardening**
  Learning tools for educators and caregivers, including activities, lesson plans, curriculum, and garden guides.

Organizations to Know

- **SDSU Extension**
  extension.sdstate.edu
- **National Farm to School Network**
  farmtoschool.org/resources
- **South Dakota Beef Industry Council: Educational Resources for food service, educators, producers and retail**
  sdbeef.org/resource-room
- **South Dakota Specialty Producers Association**
  sdspecialtyproducers.org
- **Dakota Rural Action**
  dakotarural.org
- **Midwest Dairy**
  midwestdairy.com
- **Dakota Fresh Food Hub**
  dakotafreshllc.com
- **SD Department of Education, Child & Adult Nutrition Services (CANS) Office**
  doe.sd.gov/cans
- **SD Department of Agriculture and Natural Resources**
  sdda.sd.gov
- **USDA Office of Community Food Systems**
  fns.usda.gov/cfs/community-food-systems
- **Ag United for South Dakota**
  agunited.org
- **Intertribal Agriculture Council**
  indianag.org
- **Intertribal Buffalo Council**
  itbcbuffalonation.org
- **First Nations Development Institute**
  firstnations.org