District School Garden Assessment

Please do not include any personally identifiable information for students.

School Name: Date: Contact Name:

Indicator	Exceeds	Working Towards	Does not Meet	Missing	Comments
Design					
Walkways	Walkways allow students to experience the garden through the use of all senses and are well defined. The width, materials used, and placement of walkways reflects the intended use. (5)	Walkways allow students to experience the garden through the use of some senses OR are not well defined, OR the width, materials used, and placement of walkways somewhat reflects the intended use. (3)	Walkways allow students to experience the garden through the use of few senses AND/OR are not well defined AND/OR the width, materials used, and placement of walkways does not reflects the intended use. (1)	This component is missing. (0)	
Seating	Seating is age-appropriate and is available for the expected number of students that will use the garden at one time. Seating is shaded, multi-purpose and promotes reflection, observation, and conversation. (5)	Seating is somewhat age- appropriate OR is not available for the expected number of students that will use the garden at one time OR Seating is not multi-purpose OR seating is not shaded OR does not promote reflection, observation, and conversation. (3)	Seating is not age-appropriate AND is one the following: it is not available for the expected number of students that will use the garden at one time OR is not multi-purpose OR is not shaded OR does not promote reflection, observation, and conversation. (1)	This component is missing. (0)	
Signage	Signage is age-appropriate and student-centered. An entrance sign is a permanent, multi-use structure that is clearly visible and actively promotes vision, open hours, current happenings, maintenance tasks, contact information, and/or upcoming events. Educational signs are in place throughout the garden and enhance the educational experience of the space. (5)	Signage is somewhat age-appropriate and student-centered. Entrance sign is either not permanent OR is not a multi-use structure OR is not clearly visible OR does not actively promotes vision, open hours, current happenings, maintenance tasks, contact information, and/or upcoming events. There are few educational signs throughout the garden. (3)	Signage is not age-appropriate and/or student-centered. Entrance sign is either not permanent OR is not a multi-use structure OR it is not clearly visible OR does not actively promote vision, open hours, current happenings, maintenance tasks, contact information, and/or upcoming events. There are few educational signs throughout the garden. (1)	This component is missing. (0)	
Meeting Area	The central meeting area is a multi-use space that supports the maximum number of students that will use the garden at one time. There is a white/chalkboard clearly visible. Class supplies such as; notebooks, writing utensils, and teaching materials are easily accessible. Systems are in place for students to efficiently transition in and out of this space. (8)	The central meeting area is a somewhat multi-use space or it does not support the maximum number of students that will use the garden at one time, OR there is no white/chalkboard clearly visible, OR class supplies such as: notebooks, writing utensils, and teaching materials are not easily accessible, OR systems are somewhat in place for students to efficiently transition in and out of this space. (6)	The central meeting area is not a multi-use space or it does not support the maximum number of students that will use the garden at one time. Two of the following are true: There is a white/chalkboard clearly visible, OR class supplies such as notebooks, writing utensils, and teaching materials are not present, OR systems are not in place for students to efficiently transition in and out of this space. (3)	This component is missing. (0)	
Tool Storage	Tool storage is in a weather proof structure, is easily accessible, well organized, and contains appropriate tools. Tools are organized for maximum efficiency and systems are in place to ensure for proper tool care and use. (8)	Tool storage is in a somewhat weather proof structure, OR is not easily accessible, OR is not well organized, OR does not contain appropriate tools AND/OR tools are not organized for maximum efficiency OR systems are somewhat place to ensure for proper tool care and use. (6)	Tool storage is not in a weather proof structure, OR is not easily accessible, OR is not well organized, OR does not contain appropriate tools AND tools are not organized for maximum efficiency OR systems are not in place to ensure for proper tool care and use. (3)	This component is missing. (0)	
Safety and Security Features	Garden is highly visible from nearby public spaces. Tools are secured safely. No hazards area present. All items on the Garden Safety Checklist are enforced. (10)	Garden is somewhat visible from nearby public spaces OR tools are not secured safely. No hazards are present. Some items on the Garden Safety Checklist are enforced. (7)	Garden is not highly visible from nearby public spaces. AND tools are not secured safely OR hazards are present. Few items on the Garden Safety Checklist are enforced. (3)	This component is missing. (0)	
Accessibility	All components of the garden are readily accessible to the target audience including those with disabilities. Regular open hours are maintained. (9)	Some garden elements are inaccessible to the target audience OR those with disabilities do not have garden access OR regular open hours are not maintained. (7)	Many garden elements are inaccessible to the target audience AND/OR those with disabilities do not have garden access AND/OR regular open hours are not established. (4)	This component is missing. (0)	
Systems					
Soil	Soil tests and observations show the soil has sufficient macro and micro nutrients, proper structure and pH to meet plant needs. A detailed plan is in place to ensure that soil health is maintained. (10)	Soil tests and observations show the soil has insufficient macro and micro nutrients, proper structure and/or pH to meet plant needs OR an under developed plan is in place to ensure that soil health is maintained. (7)	Soil tests and observations show the soil has severely insufficient macro and micro nutrients, proper structure and/or pH to meet plant needs OR no plan is in place to ensure that soil health is maintained. (3)	This component is missing. (0)	
Biologic	Plants are diverse and appropriate for the intended use of the garden resulting in high yields and vigorous growth. Planting areas are weeded/cared for regularly. Plants are properly sowed, maintained, and harvested. (10)	Plants are somewhat diverse and appropriate for the intended use of the garden resulting in moderate yields and growth OR planting areas are weeded/cared for irregularly OR some plants are not properly sowed, maintained, and/or harvested. (7)	Plants are not diverse and inappropriate for the intended use of the garden resulting in poor yields and growth OR planting areas are not weeded/ cared for OR many plants are improperly sowed, maintained, and/ or harvested. (3)	This component is missing. (0)	
Pest & Disease Management	Plants are healthy and no serious pest or disease problem exists. An organic management plan is in place that effectively manages pests and diseases . (10)	Plants are somewhat healthy and no serious pest or disease problem exists OR an organic management plan is in place that somewhat effectively manages pests and diseases. (7)	Plants are unhealthy and serious pest or disease problem exists. OR an organic management plan is not in place. (3)	This component is missing. (0)	
Wildlife	Wildlife is regularly spotted in the garden. It is a sanctuary for wildlife with pollinator plants, plants that attract beneficial insects, and homes for native birds. (10)	Wildlife is not regularly spotted in the garden, however attempts have been made to create a sanctuary for wildlife with pollinator plants, plants that attract beneficial insects, and homes for native birds. (7)	Wildlife is not regularly spotted in the garden, AND no attempts have been made to create a sanctuary for wildlife. (3)	This component is missing. (0)	
Water	The garden employs an effective watering system that is appropriate for the scale, type, and purpose of the garden. Students are trained in proper watering techniques and are responsible for the watering. A plan is in place for watering over school breaks. (10)	The garden employs a somewhat effective watering system that is appropriate for the scale, type, and purpose of the garden OR students are somewhat trained in proper watering techniques and are responsible for the watering OR an ineffective plan is in place for watering over school breaks. (7)	The garden employs an ineffective watering system that is inappropriate for the scale, type, and purpose of the garden, OR students are not trained in proper watering techniques, OR no plan is in place for watering over school breaks. (3)	This component is missing. (0)	

Compost	The garden has a well-designed, maintained, and effective compost system that produces high quality finished compost. The system minimizes rodent issues. The compost system is appropriate for the size and type of garden. Students are trained on proper composting methods and are responsible for composting. (10)	The garden has a somewhat well-designed, maintained, and effective compost system that produces finished compost. The system attempts to minimize rodent issues OR the compost system is somewhat appropriate for the size and type of garden OR students are not fully trained on proper composting methods and are not responsible for composting. (7)	The garden has a poorly designed, maintained, and ineffective compost system that produces little finished compost. OR the system has rodent issues. OR the compost system is inappropriate for the size and type of garden. OR students are not trained on proper composting methods and are not responsible for composting. (3)	This component is missing. (0)
Community Participation	The program is highly effective in involving community members through regular well planned events. Communications are effective at reaching the community and are frequent and regular. (15)	The program is somewhat effective in involving community members through regular well planned events OR Communications are somewhat effective at reaching the community. (10)	The program is not effective in involving community members. Events are not regular and\or well planned. AND Communications do not reach the community. (5)	This component is missing. (0)

Program Organization

Vision Statement	A vision and mission aligns with that of the school. (5)	A vision and mission somewhat aligns with that of the school.(3)	A vision and mission that does not align with that of the school. (1)	This component is missing. (0)
Funding	A reliable funding source has been identified and the school's budget includes a line item for the school garden. The school regularly matches funds to support the garden program. (15)	A somewhat reliable funding source has been identified OR the school's budget does not include a line item for the school garden OR the school does not match funds to support the garden program. (10)	Funding source have not been identified AND the school's budget does not include a line item for the school garden. AND the school does not match funds to support the garden program.(5)	This component is missing. (0)
Institutional Support	The garden is well-supported from the top down. The garden is a part of the school's vision/ mission. (15)	The garden is somewhat well-supported from the top down OR the garden is loosely a part of the school's vision/ mission. (10)	The garden is not supported from the school staff. OR The garden is not a part of the school's vision/ mission. (5)	This component is missing. (0)
Garden Coordinator	A highly skilled dedicated garden coordinator is responsible for the day-to-day operations of the school garden and record keeping. This person is compensated for this time, receives training, and is supported by the school staff. (15)	A skilled garden coordinator is responsible for the day-to-day operations of the school garden and record keeping. This person is sometimes compensated, OR does not receive training, OR is unsupported by the school staff. (10)	A garden coordinator is responsible for the day-to day operations of the school garden and record keeping AND This person is unskilled OR is not compensated, OR does not receive training, OR is unsupported by the school staff. (5)	This component is missing. (0)
Garden Committee	A garden committee is established with a vibrant school wellness committee and includes diverse representation that establishes and upholds the garden purpose, vision, and goals. (10)	A garden committee is established and includes somewhat diverse representation that establishes and upholds the garden purpose, vision, and goals. (7)	A garden committee is established but does not meet OR does not include diverse representation. (3)	This component is missing. (0)
Student Involvement	All students are involved in various aspects of the garden. (10)	Greater than 50% of the student body is involved in various aspects of the garden. (7)	Less than 50% of the student body is involved in various aspects of the garden. (3)	This component is missing. (0)
Maintenance Plan	A year-long maintenance plan is in place that clearly defines responsibilities, work assigned, and tasks. Regularly scheduled work days are productive and well attended by the community. (15)	A year-long maintenance plan is in place that defines responsibilities, work assigned, and tasks OR work days are productive and well attended by the community. (10)	A year-long maintenance plan is not place that clearly defines responsibilities, work assigned, and tasks OR work days are irregular an/ or not well attended by the community. (5)	This component is missing. (0)

Instruction

Curriculum and Instruction	A standards-based garden curriculum is used to teach garden lessons. Teachers use a wide range of instructional techniques in the garden. (25)	A standards-based garden curriculum is used to teach most garden lessons. Teachers do not use a wide range of instructional techniques in the garden. (17)	A standards-based garden curriculum is used to teach few garden lessons AND Teachers do not use a wide range of instructional techniques in the garden. (10)	This component is missing. (0)
Teacher Involvement	Many teachers use the garden across subject areas. Professional development is available to all teachers; in which all teachers participate. The garden is used throughout the year. (25)	Some teachers use the garden across subject areas. Professional development is available to some teachers OR The garden is not used through the entire year. (17)	Few teachers use the garden or teachers from only one subject area use the garden OR limited professional development is available OR the garden is used for a very short period of the throughout the year. (10)	This component is missing. (0)
Student Impact	The program has an overwhelming positive impact on student's attitudes and or behavior in a measurable way. (25)	The program has a somewhat positive impact on student's attitudes and/or behavior in a measurable way OR the program has an overwhelming positive impact on student's attitudes and behavior but this impact is not measurable. (17)	The program has a negative impact on student's attitudes. (10)	This component is missing. (0)

Improvement Plan

Improvement Areas (Pick 3)	☐Circulation ☐Garden Committee ☐Compost ☐Vision Statement ☐Biologic ☐Meeting Area ☐Curriculum and Instruction ☐Student Impact ☐Institutional Support ☐Water ☐Accessibility ☐Maintenance Plan ☐Seating ☐Student Involvement ☐Community Participation ☐Security Features ☐Pest & Disease Management ☐Tool Storage ☐Teacher Involvement ☐Signage ☐Garden Coordinator ☐ Funding
Goals	
Technical Support Needed	