School Gardens
Rooted in Academics
Sowing Seeds of Wellness
Growing Like Vines
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Digging In

Congratulations on your decision to embark on a new adventure! Creating a school garden is an exciting way to introduce students (and staff) to the multi-dimensional benefits of gardening.

Intention of School Gardens

School Gardens are a School Based Wellness initiative which is overseen district-wide by the School Food Service (SFS) Department. Although SFS may be the school garden “hub,” there are many departments within our district which are contributing to the success of this initiative. To ensure that each school and each student has a favorable school garden experience, the expertise and support of the following Departments is provided on a daily basis:

Building Code Services (BCS)
Environmental & Conservation Services (ECS)
Grants and Resource Development
Facility Services
Purchasing
Risk Management/Safety
Safe Schools/Health Services
School Food Service (SFS)

The Palm Beach County School District is the 11th largest school district in the nation and we have one of the strongest school garden initiatives in the State of Florida! The benefits of school gardens are far reaching. Gardens:

Inspire Healthy Eating, Exercise and Emotional Well-being
Encourage Self-Reliance
Stimulate Social Interaction
Preserve Green Space
 Beautify School Grounds

We are very proud to continue supporting and expanding this initiative district-wide. Contact the Garden Collaboration Team with questions at GardenCollaborationTeam@palmbeachschools.org.
The Cross Pollination of School Gardens

Rooted in Academics
Sowing Seeds of Wellness
Growing like Vines

Pillars of Wellness
One of the many exciting features of school gardens is that they cross over all three Pillars of Wellness: Nutrition, Emotional Well-being and Physical Activity!

Nutrition: The first step to healthy eating is understanding where fruits and vegetables come from and how they grow. Statistics consistently indicate that students who grow food are more willing and more likely to try new fruits and veggies!

Emotional Well-being: Gardens are peaceful places! Connecting with nature and wildlife – the sights, the sounds and the fragrances engage our senses, deepen our breathing, allow us to relax and just “be.” This state of being enhances the learning process.

Physical Activity: Gardens require regular maintenance to thrive. Building, digging, planting, weeding and raking provide meaningful opportunities for students and staff to engage in fitness and exercise.

School Gardens and Academics
Since we live in Florida, not only does our growing season coincide with our school year, the beautiful weather here allows us to capitalize on the outdoors. More and more schools are taking advantage of this benefit by using school gardens as outdoor classrooms. Academic lessons in math, science, language arts, fine arts, and reading are taking place outside in the garden. Here are some opportunities that the State of Florida, Department of Agriculture provides that you may want to check out:

Harvest of the Month

Florida Agriculture in the Classroom (FAITC)
http://faitc.org/

There are many opportunities to connect gardens and academics. Gardens may be incorporated into afterschool programs, garden clubs, culinary programs, science, math, and reading classes. Art programs can use gardens as opportunities for learning and inspiration, as well as a place to display work. Florida Agriculture in the Classroom, Inc. has curriculum available that can be used to support education in the garden.

The Junior Master Gardener Curriculum engages children in novel, hands-on group and individual learning experiences that promote a love of gardening, an appreciation for the environment, and the cultivation of the mind. Curriculum may be ordered at the web address below. http://jmgkids.us/curriculum/
**Let’s Grow**

**Getting Started**

**STEP 1**
Record School Garden
(Provide Name and Email of Primary Garden Contact)

**STEP 2**
Register Garden Team and Garden Plan

**STEP 3**
Record Garden Additions or Garden Upgrades
Getting Started

District Procedures
To keep our school garden initiative thriving, it is important that we balance the needs of the District, the needs of our schools and the needs of our students. To maintain consistent practices district-wide, we have to balance the parameters that each school must work within while allowing for autonomy so each school can best serve their student population. As you can imagine, given the size of our District, this can be challenging and that is why it is necessary for us to have District procedures in place.

Step 1: Record School Garden
Provide Name and Email of Primary Garden Contact
Use the SharePoint link below to RECORD whether or not you have a school garden and provide the name and email address of the primary garden contact at the school. To RECORD the status, choose “new item” to begin the process. https://www.sdpbc.org/dept/9151/sbwellness/Lists/School%20Gardens/By%20School.aspx An automated email will be sent back to the Principal confirming that the garden has been “RECORDED.”

Garden Recording Options
- New Garden
- Existing, Active Garden
- Existing, Not Being Used
- No Garden

Step 2: Register Garden Team and Garden Plan
Once RECORDED, the Primary Garden Contact (and the Principal as an FYI) will be directed to the Garden Resource Center on SharePoint to REGISTER the garden team and the garden plan.

When gardens are REGISTERED, the following information will be required:

Garden Team Members
- Names
- Email Addresses
- Official School Roles (for each team member)

Garden Plan/Vision
- What is the vision for your school garden?

Step 3: Record Garden Additions or Garden Upgrades
During the school year, the needs of school gardens can and will likely change. Sometimes schools will receive grants allowing for garden expansions or additions and sometimes sites are improved. Whenever a change is made to your school garden, the ADDITION or UPGRADE must be RECORDED to alert your Facilities-Maintenance Area Manager (Area Manager).

Information relating to Assembling a Garden Team and Creating a Garden Plan can be found in the “Planning and Design” section of this guide.
Planning & Design

In this Section:

Garden Planning
- Assembling a Garden Team
- Creating a Garden Plan
- Planning Resources

Garden Design
- Designing Spaces

Kids First
EST. 2010
Garden Planning
Assembling a Garden Team
Most people become excited and enthusiastic when there is talk about creating a school garden and rightfully so, it is fun! Let’s keep in mind though, gardens require time and attention, so it is very important to establish a team of support. The best ideas come from a team of people working together to achieve a desired result. If you want support, participation, and commitment from others, then a collaborative approach is necessary. When choosing members, think about the expertise that you need. Involve your facilities-maintenance area manager, administration, staff, teachers, students, parents and community members to participate. Planning is first, execution is second. Be sure to invite people who are willing to dig in! Remember, gardens require maintenance, planting, weeding, watering, etc. It is great to have planners and people with vision, and please remember, you will need a strong, committed team of doers too! Make sure you have a deep reservoir of people who are willing to put on their garden gloves and get dirty.

Members
• Who will serve on the garden planning team?
• How will duties be assigned? Who is doing the planning? Who is doing the planting, the weeding, the watering, etc.?

Approved Plants
During the planning stage and before any planting begins, school garden teams must review the appropriate plant lists contained in this guide to ensure that approved plants are chosen. If you find that the plants that you have selected do NOT appear on the District’s approved list, please email GardenCollaborationTeam@palmbeacheschools.org for guidance and approval. The status of plants is constantly changing. Please be sure that you are cross referencing the plants that you have selected with this publication as opposed to using other versions. When in doubt, access the electronic version of this guide as it will always be the most current version.

Creating a Garden Plan
The most successful outcomes start with a strong vision in mind. In fact, next to a strong plan of execution, this may be the most important part of any project. As a team, create a vision for the garden and how it will contribute to the success of the school, the students and the community. Determine the purpose of your school garden. Once a clear vision is in place, be certain that all the action steps align with the vision that has been created. This will help you move through the process more intentionally and will likely mitigate unforeseen issues along the way. To help you get started, here are some aspects to consider:

Garden Type
• What kind of garden do you want to have?
  • Edible, Butterfly, Serenity, Hydroponic, Container, Other
• What will you grow?
  • Fruit? Vegetables? Herbs?
• Will you have raised garden beds?
  • If so, how many?
  • How many will be ADA accessible?

There are many types of gardens available. Choose the type of garden that will work best in the space and with the resources that you have available. If you are just getting started with your garden, start small! Container Gardens are an excellent first step! Check out the various types of gardens available on the next page.
Types of Gardens

Raised Beds
(At Least 18” Tall)
- Popular for visual appeal
- Can be expensive to create
- Roots may become tangled

In Ground Gardens
- Very affordable
- No barrier to pests
- Soil may need significant nutrients

Container Gardens
- Fairly affordable
- Provides some protection from pests
- Can be pots or bags
  - Pots must be big enough to accommodate the plant’s root system
  - Bags are not reusable
- Must be watered frequently

Herb Gardens
- Easy to grow and maintain
- Require little sun and fertilizer
- Soil drains well
- Can be grown in pots or planted in the ground

Hydroponic Stackers
- Effective at reducing pest infestation
- High level of production
- Very costly start up
- High level of maintenance required

Hydroponic Beds
- Extremely affordable
- Highly productive hydroponic method

For more details, visit: http://edis.ifas.ufl.edu/hs184

ECS Review - Hydroponic Garden System

Butterfly Gardens
- Excellent pollinators, like bees
- Important to the food chain
- Requires a mix of “Host” and “Nectar” plants

Vertical Gardens
- Uses a unique, upright composting container system
- Incorporates aeroponics
- Excellent use of fence space
- Affordable and useful
Meditation, Serenity, Reading or Gratitude Gardens

- Provide spaces to retreat, recharge, and rejuvenate
- Encourages and incorporates relaxation and peacefulness
- Engages more of senses
- Highlights a focal point or view such as the horizon, trees, flowers, a fountain or a pond (Please note: water features are not approved on school campuses)

“The only way to grow a garden is to plant seeds. To live an abundant life, plant seeds of gratitude...count your blessings! It’s free and they’re absolutely everywhere.”

- Ellie Febbo

Key Hole Gardens

- Traditional gardening method used all over the world
- Very affordable and functional
- Retains moisture well
- Created from re-purposed materials

Rock Gardens

- Contains a variety of rocks and any species of small flowers
- Low maintenance
- Adds variety and texture to the garden and to school landscapes
- Simple to construct
- Visit the Building Code Services section of this guide for more specific guidelines.

Garden Location

Choosing a Garden Site:

- Where will the garden be on your campus?
- Have you contacted your Facilities-Maintenance Area Manager (Area Manager) for guidance and support?
- Has the site selected been reviewed/seen by the Area Manager?

Water Source: Does the site have working irrigation?

- Consider the water source and the ideal way to water the plants
- An irrigation system that can be set to run automatically is best
- Watering manually is one way to keep students engaged and is labor intensive.

- Rain Barrels: If the plan is to use rain barrels, the following conditions must be met:
  - A roof from which to collect water and an appropriately sized downspout for the size of the container is necessary
  - Rain Barrels must be covered and secured at all times
  - Water use from rain barrels is limited to watering gardens that do not produce food. To learn more about the District’s Rain Barrel Requirements, click this link: https://www.palmbeachschools.org/sfs/wp-content/uploads/sites/64/2017/06/RainBarrel-EnvironmentalReview-Final.docx.pdf

Sun: Does the site get enough direct sunlight?

- Consider the amount of sunlight the space receives, the location of the sun and the time of year. For example, an appropriate place to garden in the spring may have too much shade in the winter to grow vegetables. Keep in mind, some gardens require at least ten hours of direct sunlight.

ADA Accessibility:

- Is there a sidewalk around the space or ADA acceptable mulch (also referred to as engineered wood fiber)?
- How many tall raised garden beds will you have?
### Garden Maintenance Plan

School Staff, Administration and Students are responsible for all the maintenance associated with their school garden!

- Who will maintain the garden?
- How will responsibilities be assigned?
- Who will create a maintenance schedule? How will it be disseminated?
- Will this schedule include responsibilities for students and teachers?
- How will you involve the students with the maintenance of the garden?
- Will you need volunteers?
  - Choose individuals that are willing to put on their garden gloves and dig in (e.g. business partners, afterschool staff, classes, and/or create a garden club).
  - If you need **School Garden Volunteers**, complete and submit PBSD 2576 Request for School Garden Volunteers. Be sure to plan ahead when volunteers are coming onsite and remember to adhere to all District policies pertaining to the use of volunteers. If you are unfamiliar with these policies, please consult with your front office staff on campus and/or School Police.
  - For District policies and additional guidelines pertaining to the use of volunteers, please refer to the document below: https://www.palmbeachschools.org/sfs/wp-content/uploads/sites/64/2017/04/School-Volunteers-Guidelines-and-Policies.pdf

### Garden Growing Seasons

#### Planting Days
- Will you plant in the Fall and in the Spring?
- Will you hold scheduled planting days at your school?
- Who will help organize these special days?
- Which grades will participate?

#### Harvest Days
- Will you have scheduled harvest days?
- Who will help organize these special days?
- Which grades will participate?
- What will you do with the food?
  - Sample to Students, Donate, Sell, Other

#### Summer
- Will your garden be operational during the summer?
  - Who will be responsible for the summer oversight?
- Will your garden close down for the summer?
  - Who will be responsible for closing it down?

#### Closing Down the Garden
The District has specific steps necessary to shut down the garden during the summer. Please refer to the Risk Management /Safety section of this guide for more information relating to this process.
**External Resources/Supplies**

- What tools and supplies are necessary to maintain your garden?
- How will you pay for the supplies necessary?
  - Plants, Seeds, Seedlings, Soil, Fertilizer, Garden Gloves, Wagon, etc.
- Will you be composting on campus?
- Visit the Environmental & Conservation Services section of this guide for more information about composting.
- Do you have parent support?
- Do you have community member support?

**Garden and Academics**

- Will you use your garden as an outdoor classroom?
- Which classes can be taught outside?
- How often will you bring your class out to the garden?
- Which lessons will be incorporated into the garden?

**Financial Sustainability Plan**

- To sustain the garden, it’s important for each school garden team to develop a financial sustainability plan. Once the garden is developed, operational costs are minimal. The plan can include business partnerships, grant funding and selling produce to reinvest into the garden.
  - Create a budget
  - Develop a “wish” vs. “need” list
  - Create practices to sustain your garden
  - Research available grants
  - Host a “green” fundraiser

**Share Successes!**

As the garden grows, please remember to share your successes! This will bring more volunteers and potentially additional funding opportunities. Contact the District’s Department of Communications and Engagement to send out press releases and to promote by way of social media when a planting or harvest day will occur. Include pictures!
Resources

Garden Planning Template

Gardens and Academics
Common Core and Next Generation Science in the Garden
http://www.lifelab.org/content-standards/

Florida Agriculture in the Classroom (FAITC)
http://faitc.org/
http://faitc.org/teachers/gardening-for-grades/

Harvest of the Month

Junior Master Gardener
http://jmgkids.us/curriculum/

Slow Foods USA - Curriculum
http://gardens.slowfoodusa.org/curriculum

Garden Setup and Maintenance
Slow Foods USA - Starting and Maintaining Gardens
http://gardens.slowfoodusa.org/starting-maintaining-your-garden

Starting and Maintaining a School Garden

Garden Volunteers
Request for School Garden Volunteers (District eForm)
https://eformmidapp.palmbeach.k12.fl.us/lserver/_2576
Garden Design

Designing Spaces
Designing spaces is about many things, the location and size of the space available, the plants selected, the garden type (containers, raised beds), the garden theme, the intended use of the garden, etc. In short, it pertains to capitalizing on the space being used.

Every garden has its own personality and growing style. Herbs, vegetables, and fruit trees that are selected should complement the cultures and tastes of the children and families that they serve. Gardens create a sense of community, involve everyone! Establish partnerships with local food pantries and food distribution organizations. Arrange collections for the excess food so that the garden contributes to a healthy community. Work with the garden club and the green team on campus as they can be tremendous assets to garden projects.

Another aspect of design is creating an energy where visitors will want to come and meander for awhile. Generally speaking gardens are welcoming and peaceful places. Once you have determined the type of garden you want to have, design your school garden with the end in mind. Think about what you want to accomplish in this space.

Design
Gardens are living museums and outdoor classrooms! Create spaces that are educational and inviting. Create habitats that invite pollinators and desired wildlife. Though the style, design, content, and method of management are at the discretion of each school, the actual school site must be reviewed by your Facilities-Maintenance Area Manager prior to creating or modifying any school garden. It is recommended that on school grounds, all children and volunteers work together for a common purpose. The personality of the garden, the volunteers, and the people it serves should be considered when designing the school garden.

Create Destinations
Draw visitors in. Design paths and areas of interest throughout the garden. Take your visitors on a journey when they enter your garden.

Integrate Artwork
Remember, the garden is an educational, outdoor classroom. Be creative! Display artwork, create interesting signs to identify plants, infuse inspirational messages, decorate garden beds, and acknowledge sponsors.

Incorporate Hardscapes
Hardscapes are structures that are added to the garden such as arbors, benches, boulders, fences, fountains, pathways, tables, stones, trellises, walkways, etc. Inside the District we do have limitations as to what hardscape features we will allow on a school campus. These restrictions pertain to student safety more than anything else.

For example, water features are NOT allowed on District grounds since we live in an area where the Zika virus is present. While this is an unfortunate set of circumstances, it is an issue and a very real concern. For more information regarding the allowable District hardscapes, please visit the Building Code Services (BCS) section of this publication.

Environmental Design and Safety Practices
Crime Prevention Through Environmental Design (CPTED) is a proactive approach using design strategies to ensure safety is maintained as new environmental spaces are created. Refer to the BCS section of this guide for more detailed information.
Native Plants

In this Section:
Natives vs. Exotics
Benefits of Native Plants
Approved Native Trees/Shrubs
Approved Exotics
Native Plants

One of the keys to successful gardens is having the “right plant in the right place.” When choosing plants, trees, shrubs, etc, please note, Palm Beach County is in growing zone 10a and 10b (depending upon where you are in the county).

Native plants are plants that are indigenous to a specific area and have developed, occurred naturally, and have existed in an area without human influence for many years.

Exotic plants (also referred to as non-native plants) are plants that did not originate in a particular area and have been brought to a specific location from somewhere else.

Think of it this way, if you were born in the State of Florida, you are a Native. If you were born elsewhere and now live here, you are a Non-Native or Exotic. Both variations can live together and even thrive in the same area, it is just that Natives requires less care. Exotics can become invasive too when introduced into new regions and may require much more maintenance and attention. When Exotics are not maintained properly they will do harm to Native populations.

Because each school site is responsible for the maintenance and upkeep of their school garden, we recommend that schools choose Native plants. This decision will minimize the labor necessary to maintain your garden.

Benefits of Native Plants

Maintenance Benefits

- Lower maintenance once fully established
- Require less water
- Work well with Florida's water cycle (dry winters, wet summers)
- Many are drought tolerant
- Naturally resistant to native insects
- Require less fertilizer to thrive

Wildlife Benefits

If you are looking to attract birds and pollinators into your garden, Natives are an excellent choice. Here’s why, Natives provide:

- Cover for wildlife
- Seeds, nuts, fruits and insects for birds and other wildlife
- Nectar for hummingbirds, bees, and butterflies ultimately contributing to successful harvests
- Butterflies with host plants for their larva

Green Benefits

If all the benefits mentioned so far haven’t convinced you to “Go Native,” then please consider the benefits that Native plants bring to the Earth.

Natives:

- Extend Natural Areas
- Combat Climate Change – long living Native trees are effective at storing the greenhouse gas carbon dioxide
- Conserve Water
# Approved Natives/Trees

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bald Cypress</td>
<td>Taxodium distichum</td>
<td>Wet, Mucky Soil</td>
</tr>
<tr>
<td>Black Ironwood</td>
<td>Krugiodendron ferreum</td>
<td></td>
</tr>
<tr>
<td>Blolly</td>
<td>Guapira discolor</td>
<td></td>
</tr>
<tr>
<td>Cabbage Palm (Sabal Palm)</td>
<td>Sabal palmetto</td>
<td>Butterfly/ Nectar</td>
</tr>
<tr>
<td>Crabwood</td>
<td>Gymnanthes lucida</td>
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</tr>
<tr>
<td>Pitch-apple</td>
<td>Clusia rosea</td>
<td></td>
</tr>
<tr>
<td>Dahoon Holly</td>
<td>Ilex cassine</td>
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<tr>
<td>False Mastic</td>
<td>Sideroxylon foetidissimum</td>
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</tr>
<tr>
<td>Florida Strangler Fig</td>
<td>Ficus aurea</td>
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<tr>
<td>Florida Thatch Palm</td>
<td>Thrinax radiata</td>
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<tr>
<td>Buttonwood</td>
<td>Conocarpus erectus</td>
<td>Butterfly/ Host</td>
</tr>
<tr>
<td>Gumbo Limbo</td>
<td>Bursera simaruba</td>
<td>Butterfly/ Host</td>
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<tr>
<td>Inkwood</td>
<td>Exothea paniculata</td>
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<tr>
<td>Jamaican Caper</td>
<td>Capparis cynophalalophora</td>
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<tr>
<td>Lancewood</td>
<td>Nectandra coriacea</td>
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<tr>
<td>Laurel Oak</td>
<td>Quercus laurifolia</td>
<td>Butterfly/ Host</td>
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<tr>
<td>Loblolly Bay</td>
<td>Gordonia lasianthus</td>
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<tr>
<td>Paradise Tree</td>
<td>Simarouba glauca</td>
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<tr>
<td>Paurotis Palm</td>
<td>Acoelorrhaphe wrightii</td>
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</tr>
<tr>
<td>Pigeon Plum</td>
<td>Coccoloba diversifolia</td>
<td>Butterfly/ Nectar</td>
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</table>

# Approved Natives/Trees

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Type</th>
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</thead>
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<tr>
<td>Pond Cypress</td>
<td>Taxodium ascendens</td>
<td>Butterfly/ Host</td>
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<tr>
<td>Pop Ash</td>
<td>Fraxinus caroliniana</td>
<td>Butterfly Host</td>
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<tr>
<td>Red Bay</td>
<td>Persea borbonia</td>
<td>Butterfly Host</td>
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<tr>
<td>Red Cedar</td>
<td>Juniperus virginiana</td>
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<tr>
<td>Red Maple</td>
<td>Acer rubrum</td>
<td>Wet, Mucky Soil</td>
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<tr>
<td>Redberry Stopper</td>
<td>Eugenia confusa</td>
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<td>Royal Palm</td>
<td>Roystonea oleracea</td>
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<td>Sabal Palm (Cabbage Palm)</td>
<td>Sabal palmetto</td>
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<td>Sand Pine</td>
<td>Pinus clausa</td>
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<td>Satin Leaf</td>
<td>Chrysophyllum oliviforme</td>
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<td>Sea Grape</td>
<td>Coccoloba uvifera</td>
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<tr>
<td>South Florida Slash Pine</td>
<td>Pinus elliottii var. densa</td>
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<td>Southern Live Oak</td>
<td>Quercus virginiana</td>
<td>Butterfly/ Host</td>
</tr>
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<td>Southern Red Cedar</td>
<td>Juniperus silicicola</td>
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<td>Spicewood</td>
<td>Calyptranthes pallens</td>
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<td>Sugarberry (Southern Hackberry)</td>
<td>Celtis laevigata</td>
<td>Butterfly/ Host</td>
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<td>Swamp Bay</td>
<td>Persea palustris</td>
<td>Butterfly/ Host</td>
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<td>Varnish Leaf</td>
<td>Dodonaea viscosa</td>
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<td>Willow Busic (White Bully)</td>
<td>Sideroxylon salicifolium</td>
<td>Butterfly/ Nectar</td>
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<tr>
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<td>Scientific Name</td>
<td>Type</td>
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<td>----------------------</td>
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<td>Bahama Strongbark</td>
<td>Bourreria succulenta</td>
<td>Butterfly / Nectar</td>
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<td>Firebush</td>
<td>Hamelia patens</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Florida Fiddlewood</td>
<td>Citharexylum spinosum</td>
<td>Butterfly / Nectar</td>
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<tr>
<td>Florida Keys Blackbead</td>
<td>Pithecellobium keyense</td>
<td>Butterfly / Host and Nectar</td>
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<td>Lignum-vitae</td>
<td>Guaiacum sanctum</td>
<td>Butterfly / Host and Nectar</td>
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<td>Little Strongbark</td>
<td>Bourreria cassinifolia</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Locustberry</td>
<td>Byrsonima lucida</td>
<td>Butterfly / Nectar</td>
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<tr>
<td>Myrsine</td>
<td>Raphanea guianensis</td>
<td>Butterfly / Nectar</td>
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<tr>
<td>Myrtle of the River</td>
<td>Calyptranthes zuzygium</td>
<td></td>
</tr>
<tr>
<td>Pond Apple</td>
<td>Annona glabra</td>
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</table>

**Approved Natives: Shrubs**

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Beautyberry</td>
<td>Callicarpa americana</td>
<td>Butterfly / Bird / Nectar</td>
</tr>
<tr>
<td>Bahama Wild Coffee</td>
<td>Psychotria ligustrifolia</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Bloodberry</td>
<td>Cordia globosa</td>
<td>Butterfly / Host</td>
</tr>
<tr>
<td>Buttonsage</td>
<td>Lantana involucrata</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Blue Porterweed</td>
<td>Stachytarpheta jamaicensis</td>
<td>Butterfly / Host / Ground Cover</td>
</tr>
<tr>
<td>Coco Plum</td>
<td>Chrysobalanus icaco</td>
<td>Large Shrub</td>
</tr>
<tr>
<td>False Nettle</td>
<td>Boehmeria cylindrica</td>
<td>Butterfly / Host</td>
</tr>
<tr>
<td>Fakahatchee Grass</td>
<td>Tripsacum dactyloides</td>
<td>Bunch Grass</td>
</tr>
<tr>
<td>Florida Shrub Verbena</td>
<td>Lantana depressa var. floridana</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Limber Caper</td>
<td>Capparis flexuosa</td>
<td>Butterfly / Host</td>
</tr>
<tr>
<td>Marlberry</td>
<td>Ardisia escallonioides</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Muhlygrass</td>
<td>Muhlenbergia capillaris</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Saw Palmetto</td>
<td>Serenoa repens</td>
<td></td>
</tr>
<tr>
<td>Scorpion Tail</td>
<td>Heliotropium angiospermum</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Silver Sea Oxeye Daisy</td>
<td>Borrichia frutescens</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Varnishleaf</td>
<td>Dodonaea viscosa</td>
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</tr>
<tr>
<td>White Indigo Berry</td>
<td>Randia aculeate</td>
<td>Butterfly Host and Nectar</td>
</tr>
<tr>
<td>Wild Coffee</td>
<td>Psychotria nervosa</td>
<td>Butterfly / Nectar</td>
</tr>
<tr>
<td>Paradise Tree</td>
<td>Simarouba glauca</td>
<td></td>
</tr>
<tr>
<td>Paurotis Palm</td>
<td>Acoelorrhaphoe wrightii</td>
<td></td>
</tr>
<tr>
<td>Pigeon Plum</td>
<td>Coccoloba diversifolia</td>
<td>Butterfly / Nectar</td>
</tr>
</tbody>
</table>
### Approved Exotics/Trees and Shrubs

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choconiana</td>
<td>Heliconia psittacorum</td>
<td>Butterfly</td>
</tr>
<tr>
<td>Cuphea (Firecracker plant)</td>
<td>Cuphea ignea</td>
<td>Butterfly</td>
</tr>
<tr>
<td>Egyptian Star Cluster</td>
<td>Pentas lanceolata</td>
<td>Butterfly/Nectar</td>
</tr>
<tr>
<td>Ghana Palm</td>
<td>Iguanura wallichiana</td>
<td>Tree</td>
</tr>
<tr>
<td>Golden Dewdrops</td>
<td>Duranta erecta</td>
<td>Butterfly/Nectar</td>
</tr>
<tr>
<td>Ixora</td>
<td>Ixora coccinea</td>
<td>Butterfly/Nectar</td>
</tr>
<tr>
<td>Lirlyturf, Liriope</td>
<td>Liriope muscari</td>
<td></td>
</tr>
<tr>
<td>Nettleleaf Velvetberry</td>
<td>Stachytarpheta urticifolia</td>
<td>Butterfly/Nectar</td>
</tr>
<tr>
<td>Philippine Violet</td>
<td>Barleria cristata</td>
<td></td>
</tr>
<tr>
<td>Plumbago</td>
<td>Plumbago auriculata</td>
<td>Butterfly/Nectar</td>
</tr>
<tr>
<td>Princess Flower</td>
<td>Tibouchina semidecandra</td>
<td></td>
</tr>
<tr>
<td>Salvia</td>
<td>Salvia officinalis</td>
<td></td>
</tr>
<tr>
<td>Society Garlic</td>
<td>Tulbaghia violacea</td>
<td></td>
</tr>
<tr>
<td>Thryallis</td>
<td>Galphimia glauca</td>
<td></td>
</tr>
<tr>
<td>Wax Jasmine</td>
<td>Jasminum simplicifolium</td>
<td></td>
</tr>
<tr>
<td>Zinnia</td>
<td>Zinnia elegans</td>
<td>Butterfly/Nectar</td>
</tr>
</tbody>
</table>

### Resources

- **IRC Natives for your Neighborhood**
  http://www.regionalconservation.org/beta/nfyn/

- **Palm Beach County Chapter**
  http://palmbeach.fnpschapters.org/

- **Southeast Florida Native Plant List**

- **The Florida Native Plant Society**
  http://fnps.org/

- **Tree Selector Tool**
  [http://lyra.ifas.ufl.edu/FloridaTrees/FloridaTreeSelector.swf](http://lyra.ifas.ufl.edu/FloridaTrees/FloridaTreeSelector.swf)
The Buzz
Butterfly Gardens

In this Section:
- Butterfly Gardens
- Life Stages of a Butterfly
- Monarch Butterflies
- Butterfly Gardens and Academics
- Approved Butterfly Plants
Butterfly Gardens

If you have ever been in a butterfly garden, we are sure that you will agree that they are peaceful places. Butterfly gardens are nectar sources and attract pollinators to the garden. Butterflies are beautiful creatures and they are one of the best examples demonstrating the transformational process! We all move through stages of development as we grow and evolve during our lifetime. So do butterflies! They just have a much shorter life span.

Life Stages of a Butterfly

Butterflies move through four very distinct stages:

1. Egg
2. Caterpillar (also referred to as the Larva)
3. Pupa (also referred to as the Chrysalis)
4. Adult (Butterfly)

Did you know that each butterfly has a different caterpillar and chrysalis?

Monarch Butterflies

<table>
<thead>
<tr>
<th>Stage/Cycle Name</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Egg</td>
<td><img src="image1" alt="Egg" /></td>
</tr>
<tr>
<td>2 - Caterpillar</td>
<td><img src="image2" alt="Larva" /></td>
</tr>
<tr>
<td>3 - Pupa</td>
<td><img src="image3" alt="Chrysalis" /></td>
</tr>
<tr>
<td>4 - Adult</td>
<td><img src="image4" alt="Butterfly" /></td>
</tr>
</tbody>
</table>
Butterfly Gardens and Academics

Butterfly Gardens provide excellent opportunities to cross pollinate school gardens and academics -- especially science classes! All people find the life cycle of a butterfly fascinating and in the butterfly garden, you can actually see ALL the stages, that is of course if you have included the appropriate plants.

Life Span of a Butterfly
Adult butterflies live approximately two weeks. Though their lifespan is very short, they spend their lifetime feeding and reproducing. Butterfly plants fall into two categories, both of which are necessary to complete this process -- host plants and nectar plants.

Host Plants
Host Plants, also referred to as larval plants, are where female butterflies lay their eggs. Within a few days, the eggs hatch and baby caterpillars are now visible. Like all babies, these tiny creatures eat a lot and begin devouring the host plant. As the caterpillars grow, they shed their skin, creating a new skin for their larger bodies. This is known as the pupa stage. Eventually the chrysalis is large enough to house the butterfly. Once the butterfly hatches from the chrysalis, the transformation is complete and the adult butterfly is born. This process is often referred to as metamorphosis.

Nectar Plants
Nectar Plants
Adult butterflies feed off of nectar plants. They use their proboscis, their nose, like a straw to drink the nectar from the flower. The length of the butterfly’s proboscis will vary depending upon the species. Some are longer than others. When a butterfly has a shorter proboscis, they will drink their nectar from a smaller flower. Right about now you may be thinking, “I didn’t even know that butterflies had a nose.” They do! When their nose is not in use, it curls up beneath the butterfly’s head.

Resources
Butterfly Gardening in Florida

Butterfly Gardens
http://edis.ifas.ufl.edu/uw057

Essentials for Building a Successful Butterfly Garden

Florida Wildflowers and Butterflies

Monarchs and Milkweeds

South Florida Plant Guide.com
### Approved Butterfly Plants

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Class</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Beautyberry</td>
<td>Callicarpa americana</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Bahama Strongbark</td>
<td>Bourreria succulenta</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Bahama Wild Coffee</td>
<td>Psychotria ligustrifolia</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Beach Verbena (Coastal Mock Vervain)</td>
<td>Glandularia maritima</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Black-Eyed Susan</td>
<td>Rudbeckia hirta</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Bloodberry</td>
<td>Cordia globosa</td>
<td>Native (Shrub)</td>
<td>Host</td>
</tr>
<tr>
<td>Blue Mistflower</td>
<td>Conoclinium coelestinum</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Blue Porterweed</td>
<td>Stachytarpheta jamaicensis</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Butterfly Weed</td>
<td>Asclepias tuberosa</td>
<td>Native</td>
<td>Host and Nectar</td>
</tr>
<tr>
<td>Buttonsage</td>
<td>Lantana involucrata</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Buttonwood</td>
<td>Conocarpus erectus</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Cabbage Palm (Sabal Palm)</td>
<td>Sabal palmatto</td>
<td>Native</td>
<td>Nectar/Tree</td>
</tr>
<tr>
<td>Cape Sable Whiteweed</td>
<td>Ageratum iittoraie</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Chapman’s Wild Sensitive Plant</td>
<td>Senna mexicana</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Choconiana</td>
<td>Heliconia psittacorum</td>
<td>Exotic</td>
<td>Nectar/Host</td>
</tr>
<tr>
<td>Climbing Aster</td>
<td>Aster carolinianus</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Coastal Mock Vervain</td>
<td>Glandularia mariNatatima</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Coneflower</td>
<td>Echinacea</td>
<td>Native</td>
<td>Nectar</td>
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</table>

### Approved Butterfly Plants

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Class</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Coral Honeysuckle</td>
<td>Lonicera sempervirens</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Corkystemed Passionflower</td>
<td>Passiflora suberosa</td>
<td>Native (Vine)</td>
<td>Host</td>
</tr>
<tr>
<td>Doctorbush (White Plumbago)</td>
<td>Plumbago scandens</td>
<td>Native (Ground Cover)</td>
<td>Nectar</td>
</tr>
<tr>
<td>East Coast Dune Sunflower</td>
<td>Helianthus debilis</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Egyptian Star Cluster</td>
<td>Pentas lanceolata</td>
<td>Exotic</td>
<td>Nectar</td>
</tr>
<tr>
<td>Fakahatchee Grass</td>
<td>Tripsacum dactyloides</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>False Nettle</td>
<td>Boehmeria cylindrica</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Fiddlewood</td>
<td>Citharexylum fruticosum</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Fire Spike</td>
<td>Odontonema strictum</td>
<td>Exotic</td>
<td>Nectar</td>
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<tr>
<td>Firebush (Plant only Native)</td>
<td>Hamelia patens</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Firecracker plant (Cuphea)</td>
<td>Cuphea ignea</td>
<td>Exotic</td>
<td>Nectar</td>
</tr>
<tr>
<td>Florida Fiddlewood</td>
<td>Citharexylum spinosum</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Florida Keys Blackbead</td>
<td>Pitheceliobium keyensekeyense</td>
<td>Native (Shrub/ Small Tree)</td>
<td>Host</td>
</tr>
<tr>
<td>Florida Shrub Verbena</td>
<td>Lantana depressa var. floridana</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Fogfruit (Capeweed)</td>
<td>Phyla nodiflora</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Golden Dewdrops</td>
<td>Duranta erecta</td>
<td>Exotic</td>
<td>Nectar</td>
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</table>
## Approved Butterfly Plants

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Class</th>
<th>Type</th>
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<tbody>
<tr>
<td>Gumbo Limbo</td>
<td>Bursera simaruba</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Indian Blanket Flower</td>
<td>Gaillardia pulchella</td>
<td>Exotic</td>
<td>Nectar</td>
</tr>
<tr>
<td>Ixora</td>
<td>Ixora coccinea</td>
<td>Exotic</td>
<td>Host and Nectar</td>
</tr>
<tr>
<td>Jamaican Caper</td>
<td>Capparis cynophallophora</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Laurel Oak</td>
<td>Quercus laurifolia</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Leavenworth's Tickseed</td>
<td>Coreopsis leavenworthii</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Lignum-vitae</td>
<td>Guaiacum sanctum</td>
<td>Native</td>
<td>Host and Nectar</td>
</tr>
<tr>
<td>Limber Caper</td>
<td>Capparis flexuosa</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Little Strongbark</td>
<td>Bourreria cassinifolia</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Locustberry</td>
<td>Byrsonima lucida</td>
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<td>Host and Nectar</td>
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<td>Nettleleaf Velvetberry</td>
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<td>Exotic</td>
<td>Nectar</td>
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<tr>
<td>Partridge Pea</td>
<td>Chamaecrista fasciculata</td>
<td>Native</td>
<td>Host</td>
</tr>
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<td>Pentas</td>
<td>Pentas lanceolata</td>
<td>Exotic</td>
<td>Nectar</td>
</tr>
<tr>
<td>Pigeon Plum</td>
<td>Coccoloba diversifolia</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Plumbago</td>
<td>Plumbago auriculata</td>
<td>Exotic</td>
<td>Nectar</td>
</tr>
<tr>
<td>Pond Cypress</td>
<td>Taxodium ascendens</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Pop Ash</td>
<td>Fraxinus caroliniana</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Princess Flower</td>
<td>Tibouchina semidecandra</td>
<td>Exotic</td>
<td>Nectar</td>
</tr>
<tr>
<td>Railroad Vine</td>
<td>Ipomoea pes-caprae</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Saw Palmetto</td>
<td>Serenoa repens</td>
<td>Native</td>
<td>Host and Nectar</td>
</tr>
<tr>
<td>Scorpion Tail</td>
<td>Heliotropium angiospermum</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Silver Buttonwood</td>
<td>Conocarpus erectus var sericeus</td>
<td>Native</td>
<td>Host and Nectar</td>
</tr>
<tr>
<td>Silver Sea Oxeye Daisy</td>
<td>Borrichia frutescens</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Southern Live Oak</td>
<td>Quercus virginiana</td>
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<td>Host</td>
</tr>
<tr>
<td>Sugarberry (Southern Hackberry)</td>
<td>Celtis laevigata</td>
<td>Native</td>
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</tr>
<tr>
<td>Sunshine Mimosa</td>
<td>Mimosa strigillosa</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Swamp Bay</td>
<td>Persea palustris</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Sweet Bay Magnolia</td>
<td>Magnolia virginiana</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Torchwood</td>
<td>Amyris elemifera</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Tropical Sage (Blood Sage)</td>
<td>Salvia coccinea</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Wax Myrtle (Southern Bayberry)</td>
<td>Myrica cerifera</td>
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<td>Host</td>
</tr>
<tr>
<td>Wild Coffee</td>
<td>Psychotria nervosa</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Wild Petunia</td>
<td>Ruellia caroliniensis</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>White Indigoberry</td>
<td>Randia aculeata</td>
<td>Native</td>
<td>Host and Nectar</td>
</tr>
<tr>
<td>White Stopper</td>
<td>Eugenia axillaris</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Wild Coffee</td>
<td>Psychotria nervosa</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Wild Petunia</td>
<td>Ruellia caroliniensis</td>
<td>Native</td>
<td>Host</td>
</tr>
<tr>
<td>Willow Bustic (White Bully)</td>
<td>Sideroxylon salicifolium</td>
<td>Native</td>
<td>Nectar</td>
</tr>
<tr>
<td>Zinnia</td>
<td>Zinnia elegans</td>
<td>Exotic</td>
<td>Nectar</td>
</tr>
</tbody>
</table>
Edible Gardens

In this Section:
- Vegetable Gardens
- Growing Fruit
- Herb Gardens
Vegetable Gardens

Just as each school is different, so is the garden that will work best for its population. Choose produce based on the tastes, cultures, and desires of the students, staff, and community that the school garden serves.

As you determine which vegetables to grow, be sure to choose plants appropriate to the growing season in which you are planting. Remember, we are in growing zones 10a and 10b. Another aspect to consider is to choose the right plant for the right place. It is very important to understand the sunlight and water needs of each plant to ensure successful outcomes.

There are so many options available, for more information about growing seasons for the South Florida area, take a look at this Planting Season Guide provided by the University of Florida, Institute of Food and Agricultural Sciences (UF/IFAS) https://www.palmbeachschools.org/sfs/wp-content/uploads/sites/64/2016/02/Planting-and-Harvesting-Guide-From-IFAS.pdf

Nutritional Benefits

To maintain good health and wellness, it is recommended that we eat the colors of the rainbow. Unless you are a registered dietician, which most of us are not, this practice will help to ensure that we take in the appropriate amount of nutrients, assuming of course that we eat a variety of the colors.

To keep things simple, choosing produce in the following color groups is recommended red, orange/yellow, green, blue/purple and white. To remain in alignment with what we can grow on school campuses, the color group has been included on the approved vegetable list on the next page.

Red fruits and vegetables contain flavonoids, vitamin C, folate, and the powerful antioxidant lycopene. Together these nutrients support heart health and memory and may help reduce the risk of several types of cancer.

Orange/Yellow fruits and vegetables are rich in beta-carotene, vitamin A, and vitamin C. Beta-carotene and vitamin A are essential for healthy vision and skin and bone health, while vitamin C can improve immune system function.

Green fruits and vegetables are excellent sources of vitamin K, folate acid, potassium, as well as antioxidants lutein and phytochemicals. Green fruits and vegetables support eye health, have anti-cancer properties, and help reduce the risk of birth defects.

Blue/Purple fruits and vegetables are colored by natural plant pigments call anthocyanins, which are powerful antioxidants. Anthocyanins protect cells from damage and may help reduce the risk of cancer, stroke, and heart disease. Blue/purple fruits and vegetables also support memory and healthy aging.

White fruits and vegetables though they may not be bright in color, they are packed with health-promoting flavonoids. Flavonoids are antioxidants which may help to lower cholesterol levels and reduce the risk of heart disease and some cancers.

Items on the approved list which have an asterisk (*) beside them are technically considered “fruits.” Botanically speaking, these items are considered fruits because they are seed-bearing and develop from a flowering plant. Examples include beans, bell peppers, cucumbers, eggplant, peas, pumpkin, squash and tomatoes.

If you find that the vegetables that you would like to plant do NOT appear on the District’s approved list, please email GardenCollaborationTeam@palmbeachschools.org for guidance and approval.
### Approved Vegetables

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arugula</td>
<td>Eruca sativa</td>
<td>Green</td>
</tr>
<tr>
<td>Beets</td>
<td>Beta vulgaris</td>
<td>Red</td>
</tr>
<tr>
<td>Bok Choy</td>
<td>Brassica rapa subsp. chinensis</td>
<td>Green</td>
</tr>
<tr>
<td>Broccoli</td>
<td>Brassica oleracea</td>
<td>Green</td>
</tr>
<tr>
<td>Brussel Sprouts</td>
<td>Brassica oleracea var. gemmifera</td>
<td>Green</td>
</tr>
<tr>
<td>Cabbage</td>
<td>Brassica oleracea var. capitata</td>
<td>Green</td>
</tr>
<tr>
<td>Carrots</td>
<td>Daucus carota subsp. sativus</td>
<td>Orange/Yellow</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>Brassica oleracea var. botrytis</td>
<td>White</td>
</tr>
<tr>
<td>Collards</td>
<td>Brassica oleracea</td>
<td>Green</td>
</tr>
<tr>
<td>Cucumber*</td>
<td>Cucumis sativus</td>
<td>Green</td>
</tr>
<tr>
<td>Eggplant</td>
<td>Solanum melongena</td>
<td>Blue/Purple</td>
</tr>
<tr>
<td>Green Beans</td>
<td>Phaseolus vulgaris</td>
<td>Green</td>
</tr>
<tr>
<td>Kohlrabi</td>
<td>Brassica oleracea Gongylodes Group</td>
<td>White</td>
</tr>
<tr>
<td>Lettuce</td>
<td>Lactuca sativa</td>
<td>Green</td>
</tr>
<tr>
<td>Okra</td>
<td>Abelmoschus esculentus</td>
<td>Green</td>
</tr>
<tr>
<td>Onions</td>
<td>Allium cepa</td>
<td>White</td>
</tr>
<tr>
<td>Peas</td>
<td>Pisum sativum</td>
<td>Green</td>
</tr>
<tr>
<td>Pepper (Bell and Sweet only)</td>
<td>Capsicum annuum Group</td>
<td>Red, Orange/Yellow, Green</td>
</tr>
<tr>
<td>Potato</td>
<td>Solanum tuberosum</td>
<td>White</td>
</tr>
<tr>
<td>Pumpkin*</td>
<td>Cucurbita</td>
<td>Orange/Yellow</td>
</tr>
<tr>
<td>Radish</td>
<td>Raphanus sativus</td>
<td>Red</td>
</tr>
<tr>
<td>Spinach</td>
<td>Spinacia oleracea</td>
<td>Green</td>
</tr>
<tr>
<td>Sweet Potato</td>
<td>Ipomoea batatas</td>
<td>Orange/Yellow</td>
</tr>
</tbody>
</table>

### Resources - Vegetable Gardens

- **Companion Planting in the Vegetable Garden**

- **Companion Planting to Deter Pests in the Vegetable Garden**

- **UF/IFAS Planting and Harvesting Guide**

- **What Color Is Your Food?**
Growing Fruit

Many schools are interested in expanding their gardens to include fruit trees. Included in this guide is a list of fruit trees that are acceptable for use on school campuses and are known to grow well in South Florida. Once planted, maintenance is generally low.

Make sure you harvest your food as necessary! Unattended fruit on the ground will attract rodents.

Nutritional Benefits

Fruit is available in many different sizes, shapes, colors, and forms. Fresh, frozen, canned, dried, and 100% juice are all forms of fruit packed with nutrients for better health.

While fresh fruit usually contains more fiber, frozen and canned varieties can be a good alternative if fresh produce is not available or is not of high quality. Look for frozen and canned fruit without added sugar or syrup; if canned, they should be packed in water or natural juices. Dried fruits are convenient and also full of nutrients. Because dried fruits have lost water during the drying process, the calorie and sugar content is more concentrated. Be sure to monitor portion size when eating dried fruit and limit it to ½ cup per day. 100% fruit juice can be a healthy choice when consumed in moderation. Before buying, check the label to select 100% fruit juice without added sugar and limit your juice serving to ½ cup. Fruit juice also lacks fiber, so whole fruit - fresh, frozen, canned, or dried - would be a better fruit choice.

All sizes, shapes, colors, and forms of fruits are full of essential nutrients your body needs to grow and function properly. Eating a variety of fruit is the best way to get a sufficient amount of vitamins, minerals, and other antioxidants that will benefit your body.

Approved Fruit (Ground Grown)

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantaloupe</td>
<td>Cucumis melo var. cantalupensis</td>
<td>Orange/Yellow</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Ananas comosus</td>
<td>Orange/Yellow</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Fragaria × ananassa</td>
<td>Red</td>
</tr>
<tr>
<td>Watermelon</td>
<td>Citrullus lanatus</td>
<td>Red</td>
</tr>
</tbody>
</table>

The next page contains a comprehensive list of Approved Fruit Trees. Please note the following:

- School personnel (administration and staff) is responsible for the maintenance of fruit trees planted on the school campus.
- Please assign someone to monitor the fruit tree area at least twice weekly to remove dropped fruit/vegetables.
- Please be advised, each school is responsible for removing dropped or ripened fruit and vegetables that may be lying around in garden. Neglecting this responsibility will likely attract unwanted pests, vermin and feral animals. Pest control measures required to address these issues are beyond the funding scope of the Maintenance and Plant Operations Department. The costs associated with these remedies will be the financial responsibility of the school.

If you find that the fruit that you have selected does NOT appear on the District’s approved list, please email GardenCollaboration Team@palmbeachschoools.org for guidance and approval.

Before planting ANY trees, please refer to the guidelines pertaining to “Building Clearances” in the Building Code Services (BCS) section of this guide.
## Approved Fruit Trees

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Size</th>
<th>Tree/Fruit -- Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avocado</td>
<td>Persea americana</td>
<td>40’ – 60’</td>
<td>Better fruit production with two trees though this is not necessary. Must be planted in a well-drained site.</td>
</tr>
<tr>
<td>Banana</td>
<td>Musa</td>
<td>5’ - 20’</td>
<td>May spread widely from underground rhizomes. Requires full sun and moist, well-drained soil. Water regularly.</td>
</tr>
<tr>
<td>Barbados Cherry</td>
<td>Malpighia emarginata</td>
<td>Up to 20’ (tall or wide)</td>
<td>Susceptible to insects.</td>
</tr>
<tr>
<td>Custard Apple</td>
<td>Annona reticulata</td>
<td>Up to 20’</td>
<td>Desirable for small areas.</td>
</tr>
<tr>
<td>Fig</td>
<td>Ficus carica</td>
<td>10’ - 20’</td>
<td>Not drought tolerant.</td>
</tr>
<tr>
<td>Jaboticaba</td>
<td>Plinia cauliflora</td>
<td>Up to 20’</td>
<td>Fruits multiple times a year. Not drought tolerant. Requires a sunny location.</td>
</tr>
<tr>
<td>Jujube</td>
<td>Ziziphus</td>
<td>15’ - 35’</td>
<td>Fruit litter can attract pests and rodents.</td>
</tr>
<tr>
<td>Longan</td>
<td>Dimocarpus longan</td>
<td>30’ - 40’</td>
<td>Requires a sunny, well-drained site.</td>
</tr>
<tr>
<td>Loquat</td>
<td>Eriobotrya japonica</td>
<td>Up to 30’ - 35’ (frequently reaches 15’)</td>
<td>Easy to grow. Tolerates drought once established.</td>
</tr>
<tr>
<td>Lychee</td>
<td>Litchi chinensis</td>
<td>40’</td>
<td>Requires sun, well-drained soil, and some wind protection.</td>
</tr>
<tr>
<td>Mamey Sapote</td>
<td>Pouteria sapota</td>
<td>40’</td>
<td>Requires well-drained soil and has high water needs.</td>
</tr>
<tr>
<td>Miracle fruit</td>
<td>Synsepalum dulcificum</td>
<td>Up to 10’ - 15’ tall and 6’ - 8’ wide</td>
<td>Requires acidic, well-drained soil.</td>
</tr>
<tr>
<td>Mulberry</td>
<td>Morus</td>
<td>15’ - 70’</td>
<td>Produces tiny fruit. Very popular with children and birds. Fruit will stain!</td>
</tr>
<tr>
<td>Star Apple</td>
<td>Chrysophyllum cainito</td>
<td>25’-100’</td>
<td>Requires well-drained soil and a sunny location.</td>
</tr>
<tr>
<td>Star Fruit</td>
<td>Averrhoa carambola</td>
<td>Up to 35’</td>
<td>High water requirements.</td>
</tr>
<tr>
<td>Papaya</td>
<td>Carica papaya</td>
<td>10’ - 15’</td>
<td>Male plant will not bear fruit. Tree only lives 1-3 years. Requires full sun and excellent draining. Can be grown from a seed.</td>
</tr>
<tr>
<td>Passion Fruit</td>
<td>Passiflora edulis</td>
<td>Vine</td>
<td>White flower provides a lot of fruit. Requires full sun. Plant next to a trellis. High water requirements.</td>
</tr>
<tr>
<td>Sugar Apple</td>
<td>Annona squamosa</td>
<td>15’ - 20’</td>
<td>Grows in full sun.</td>
</tr>
<tr>
<td>Tamarind</td>
<td>Tamarindus indica</td>
<td>Up to 80’</td>
<td>Drought tolerant. Requires full sun.</td>
</tr>
</tbody>
</table>
Herb Gardens
There are many reasons to create an herb garden. Herbs can be used for cooking, medicinal purposes, fragrances, attracting pollinators, creating dyes, and preventing insects.

Nutritional Benefits
Using herbs is an excellent way to add more flavor to food without adding salt (sodium).

Harvesting Herbs
Wondering how to harvest, dry and store herbs? Visit the Harvesting section of this guide.

Resources
Cooking with Fresh Herbs
http://edis.ifas.ufl.edu/fy1209

Herb Guide - Which Herbs Go Well With Which Foods?
http://www.livingonadime.com/herb-guide/

Herbs in the Florida Garden
http://edis.ifas.ufl.edu/vh020

Herbs - Quick Fact Sheets

Herb Society of America
http://www.herbsociety.org/

If you find that the herbs that you have selected do NOT appear on the District’s approved list, please email: GardenCollaborationTeam@palmbeachschools.org for guidance and approval.

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Scientific Name</th>
<th>Culinary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basil</td>
<td>Ocimum basilicum</td>
<td>Italian Cooking, Pesto, Salad, Teas, Tomato Salad</td>
</tr>
<tr>
<td>Chives</td>
<td>Allium schoenoprasum</td>
<td>Eggs, Potatoes</td>
</tr>
<tr>
<td>Cilantro</td>
<td>Coriandrum sativum</td>
<td>Latin Cooking, Burritos, Rice, Sauces, Tacos</td>
</tr>
<tr>
<td>Culantro</td>
<td>Eryngium foetidum</td>
<td>Latin Cooking, Burritos, Rice, Sauces, Tacos</td>
</tr>
<tr>
<td>Dill</td>
<td>Anethum graveolens</td>
<td>Fish, Potatoes, Sauces (Bernaise, Lemon)</td>
</tr>
<tr>
<td>Lavender</td>
<td>Lavandula</td>
<td>Cheeses, Chocolate, Condiments for Dressings and Salads, Desserts, Teas</td>
</tr>
<tr>
<td>Mint</td>
<td>Mentha</td>
<td>Desserts, Drinks, Greek Cooking, Tea, Yogurt</td>
</tr>
<tr>
<td>Oregano</td>
<td>Origanum vulgare</td>
<td>Italian Cooking, Latin Cooking</td>
</tr>
<tr>
<td>Parsley</td>
<td>Petroselinum crispum</td>
<td>Garnish, Soups, Stocks, Tabbouleh</td>
</tr>
<tr>
<td>Rosemary</td>
<td>Rosmarinus officinalis</td>
<td>Greek Cooking, Chicken, Oil, Potatoes</td>
</tr>
<tr>
<td>Sage</td>
<td>Salvia officinalis</td>
<td>Breakfast Sausage, Poultry, Stuffing</td>
</tr>
<tr>
<td>Tarragon</td>
<td>Artemisia dracunculus</td>
<td>Chicken, Eggs, Fish, Sauces (Cream and Egg Based)</td>
</tr>
<tr>
<td>Thyme</td>
<td>Thymus vulgaris</td>
<td>Jerk Seasoning, Poultry, Sauces - (Butter and Wine Based), Soups, Stuffing</td>
</tr>
</tbody>
</table>
Planting & Harvesting

In this Section:

Planting
- Before you Dig...
- Soil
- Garden Bed Rotation
- Companion Planting
- Staking Plants
- Resources

Harvesting
- Best Practices
- Partnering with School Food Service
- Preparing your Harvest
- Resources
Planting

Before any Digging Starts...
Please contact your Facilities-Maintenance Area Manager (Area Manager) when you begin your garden project! The Area Manager is well versed with regard to the specific guidelines, policies and procedures put forth by the District as it relates to projects taking place on the school grounds. To ensure that your time, money and labor is well spent and that your garden project is implemented correctly, please involve your Area Manager from the beginning and during all phases of your school garden initiative. He or she will be able to provide the support and guidance necessary to ensure successful outcomes. For more information relating to the role of your Area Manager, please visit the Facility Services section of this guide.

Building Clearances
When planting, it is important to maintain the District’s mandatory separation between buildings, plants and trees. The reason is because we want to make sure that trees, rooting systems and animals do not interfere with the building structure and nearby sidewalks. For more specific and detailed information pertaining to building clearances, please refer to the Building Coding Services (BCS) section of this guide. If you involve your Area Manager, he or she will know when to involve the BCS team.

Approved Plants
While in the planning stage and before any planting begins, we recommend that school garden teams review the appropriate plant lists contained in this guide to ensure that approved plants are chosen. If you find that the plants that you have selected do NOT appear on the District’s approved list, please email GardenCollaborationTeam@palmbeacheschools.org for guidance and approval. The status of plants is constantly changing. Please be sure that you are cross referencing the plants you have selected with this publication as opposed to other versions. Please also note that Palm Beach County has a list of NINE plants that are prohibited from being planted anywhere in the County. Please refer to this in the section following Harvesting. As a reminder, Palm Beach County falls is growing zone 10a and 10b. Please keep this in mind as you make your plant selections.

Safety Alert
• Some plants on the approved plant list may have similarities with other plants.
• As a general rule, it is important to teach all children to refrain from touching or eating any part of a plant (including leaves, stems, roots, fruits, flowers, etc.) without first learning from a knowledgeable gardener.
• Eating plant parts, fruits or vegetables is permissible only after proper preparations are made.
• Consult with the School Food Service professional on campus to ensure proper procedures are followed.
Soil
Before you begin, inspect the soil. Many eastern properties are largely composed of sandy soil, which has a high pH. This can be remedied by adding sulfur, or by using fertilizer containing ammonium sulfate. Contact the University of Florida/IFAS Palm Beach County Cooperative Extension office for further assistance at (561) 233-1750.

To learn more about the nutrient content of your soil, send a sample to the University of Florida soil testing lab for analysis http://edis.ifas.ufl.edu/pdffiles/SS/SS18700.pdf

Soil for Edible Gardens
The ideal soil in which to grow vegetables has a high nutrient content and good drainage. This means that you should have dark soil, and loose enough, so that when it is watered, it does not compact. Roots need to have water pass over them, cannot tolerate flooded soil, and will not grow well if the ground is too hard. Soil should be a minimum of 10 inches deep for root growth.

Garden Bed Rotation can help to maintain soil fertility and deter pests. As a best practice, each season rotate items planted in garden beds and plant a variety of vegetables. An excellent practice is to create garden bed schematics for each planting season. This will serve as your tracker to remind you (and others) what has been planted and where, as the seasons and the years go by. For more information, visit:

Vegetable Garden Rotation Chart

Companion Planting
This term refers to growing plants together to either deter insects, ward off potential disease or to enhance plant growth. As you plan for your garden season, take a look at what can be done to prevent insects and enhance growth. For more information visit:

Companion Planting in the Vegetable Garden
http://www.harvesttotable.com/2009/04/companion_planting_in_the_vege/

Staking Plants
Plants that require staking should be staked in such a manor as to not pose an impalement hazard. Stakes should be blunt or round ended. Use old tennis balls to cover the end of stakes. Crimp or cover any sharp barbs or ends on fencing and other materials used for staking. Use string as opposed to wire to secure plants to the stakes.
Resources

Companion Planting in the Vegetable Garden
http://www.harvesttotable.com/2009/04/companion_planting_in_the_vege/

ECS Review - Garden Safe – Root Stimulator

Grow to Learn

Palm Beach County Cooperative Extension - Master Gardener
http://discover.pbcgov.org/coextension/mastergardener/Pages/default.aspx

UF/IFAS Planting and Harvesting Guide

Vegetable Garden Rotation Chart
Harvesting

STOP ALL FERTILIZING, INSECTICIDE, AND FUNGICIDE APPLICATIONS 10 DAYS PRIOR TO HARVESTING.

Best Practices
- Harvest your vegetables and fruit early in the morning
- Cool immediately by dipping in ice water to remove the heat
- Wash hands thoroughly after handling soil and plants
- Rinse produce with water before consuming
- Track your successes
  - What grew well in your garden?
  - Weigh your food to determine how much you grew.

Safety Alert
- Ripened fruit and vegetables MUST be removed from the garden immediately! Ripened produce that has fallen or been neglected attract unwanted wildlife, pests, vermin and feral animals.
- School administration and staff are responsible for the maintenance of school gardens. As a best practice, please assign someone to monitor the vegetable and fruit tree areas at least twice weekly to remove dropped and ripened produce.
- Please be advised, if additional pest control measures are required as a result of neglecting to remove dropped or ripened fruit and vegetables, the school is responsible for the expense to implement the solution.

Through school gardening programs, the potential exists to grow a substantial amount of food. Before the growing process is started, plans for utilizing the produce should be created. Here are some options:

- Partner with the School Food Service team to provide samples on the serving line
- Sell to parents and teachers to sustain the garden
- Host a salad day/cooking classes
- Send home with families
- Donate to charitable organizations

Partner with School Food Service (SFS)
Whenever serving food grown in the garden, consult with the School Food Service professional on the school campus to ensure that food safety and sanitation procedures are followed. For more detailed information about the procedures that must be followed, click on the links below.

School Garden to Cafeteria Produce Procedure

School Garden to Cafeteria - Produce Transfer Receipt
Preparing your Harvest

Traditionally, when people think food safety, they think of protecting themselves. Please consider that food safety is also about protecting others as well. Below are practices to implement after harvesting food from your school garden.

**Hand Washing Tips**
- Remove any rings or other jewelry
- Use water and wet your hands thoroughly
- Use soap and lather very well
- Scrub your hands, between your fingers, wrists, and forearms with soap for 15 seconds
- Scrub under your nails
- Rinse thoroughly
- Dry your hands with a single use towel or air dryer
- Turn off the taps/faucets with a paper towel
- Protect your hands from touching dirty surfaces

**Additional Tips**
- Cover cuts with bandages and wear non-latex gloves for added protection (cuts are very vulnerable to infection)
- Artificial nails and chipped nail polish have been associated with an increase in the number of bacteria on the fingernails. Be sure to clean the nails properly
- Keep your hands away from your eyes, nose and mouth
- Wear non-latex gloves and replace them frequently

**Resources**

**UF/IFAS Planting and Harvesting Guide**

**Harvesting Herbs**
Better Homes and Gardens
http://www.bhg.com/gardening/vegetable/herbs/harvesting-herbs-from-your-garden/

wikiHow
http://www.wikihow.com/Harvest-Herbs

The Tasteful Garden
http://www.tastefulgarden.com/Harvesting-Preserving-Fresh-herbs-d101.htm

**Harvesting, Drying and Storing Herbs**
http://earthnotes.tripod.com/harvest.htm
Space Invaders
Invasive Plants - PBC Prohibited Plants
Palm Beach County - Prohibited Plants

The following NINE plants are prohibited in Palm Beach County because the County has identified them as being an “INVASIVE” species in our area.

### Palm Beach County Prohibited Plants

<table>
<thead>
<tr>
<th>INVASIVE SPECIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Name</strong></td>
</tr>
<tr>
<td>Air Potato</td>
</tr>
<tr>
<td>Australian Pine</td>
</tr>
<tr>
<td>Brazilian Pepper</td>
</tr>
<tr>
<td>Carrotwood</td>
</tr>
<tr>
<td>Earleaf Acacia</td>
</tr>
<tr>
<td>Kudzu</td>
</tr>
<tr>
<td>Old World Climbing Fern</td>
</tr>
<tr>
<td>Melaleuca</td>
</tr>
<tr>
<td>Queensland Umbrella Tree</td>
</tr>
</tbody>
</table>

For photos, additional details and identifying characteristics of these plants, please click here: [https://www.palmbeachschools.org/sfs/wp-content/uploads/sites/64/2017/03/PBC-Prohibited-Plant-List-Publication-2016.pdf](https://www.palmbeachschools.org/sfs/wp-content/uploads/sites/64/2017/03/PBC-Prohibited-Plant-List-Publication-2016.pdf)

**Procedure: Reporting Invasive Plants**

If any of these plants or trees are located on your school campus, please submit a work order and contact your Facilities-Maintenance Area Manager to make arrangements for their removal.
It’s Easy Being Green!
Environmental & Conservation Services (ECS)

In this Section:
  - Green Gardening Practices
  - Water Conservation
  - Fertilizer
  - Pest Management
  - Mulching
  - Composting
  - Green Schools Recognition Program
  - Resources
Environmental & Conservation Services (ECS) and Green Gardening Practices

Greening your school garden is easy! Green garden practices help keep gardens safe from toxic chemicals and reduce the garden's carbon footprint and overall impact on the environment.

Environmental & Conservation Services (ECS) is the primary resource for all things green in our District. As we embrace our new garden initiative as a District, we want to be sure that we are also taking care of our planet. Use this section as a guideline to “green your garden” and to remain in alignment with District practices.

Water Conservation

Conserving water in your school garden is an easy way to help the environment! Did you know that less than 1% of the water on Earth is accessible for human consumption? Please make choices that conserve water in your school garden by choosing native plants, collecting rainwater and irrigating in the early morning hours to prevent evaporation loss.

Hand Watering – This is the best way to monitor plants to ensure adequate watering, though this option can be labor intensive.

Drip Irrigation – This method keeps water usage to a minimum, though maintenance may be high.

Rain Barrels – Capturing rainwater to use for flower or butterfly gardens is an excellent way to conserve water. Barrels must have secured, lockable covers to prevent accidental drownings, to limit access to animals, and avert mosquito breeding.

ECS Review - Rain Barrels

Safety Alert
- Water collected from rain barrels should NOT be used on vegetable, fruit or herb gardens.
- The District encourages the usage of rain barrel water to irrigate landscapes, flower gardens, and plants that will NOT be used for human consumption.

Sprinklers – An excellent option because they generally exist on school campuses already. Note: increasing water to garden areas only may be difficult.
Fertilizer Options

The District permits the judicious use of synthetic and natural fertilizers. While fresh manure is not permitted, Black Kow is. We recommended that synthetic fertilizers are applied based on specific soil requirements. It is very important to follow all measurement instructions on the label to avoid “burning” plants. Do not over fertilize! Extra fertilizer can run off into storm-water collection systems and nearby waterways causing a negative environmental impact. Always wear gloves when applying fertilizer and wash hands thoroughly when finished. Students should never handle fertilizer! Remember, fertilizer should be secured from student access and stored on campus either in custodial or flammable storage rooms.

Pest Management

Only certified School District pest control operators are permitted to apply pesticides, herbicides, and fungicides. Natural pest treatment solutions should be stored at School District facilities. All solutions must be secured to prevent unauthorized use or student access. Students are NOT permitted to handle or apply pest treatment solutions under any circumstances. Non-toxic insecticidal soaps may be used to treat pests. Pest treatments such as visual inspections and physical removal of pests are encouraged.

Integrated Pest Management (IPM) and composting can be used as alternatives to pesticides and chemical fertilizers. You can also minimize your contribution to greenhouse gas emissions by purchasing local or recycled products for your garden.

Resources

Fertilizer

http://edis.ifas.ufl.edu/cv101

Soil and Fertilizer Management for Vegetable Growing in Florida

http://edis.ifas.ufl.edu/cv101
All pest control measures must comply with the District’s – Integrated Pest Management Program (IPM). The District’s IPM Program is available for review on the Facility Services website: http://www.palmbeachschools.org/facilitiesservices/

Recommended pest control methods include:

- **NEEM Oil** - is a non-toxic substitute for many pesticides which can be applied with a standard spray-bottle.
- **Soapy Water** - can be sprayed directly on plant surfaces as an effective, environmentally-friendly pest treatment.
- **Physical Removal** - remember to use gloves when pulling insects off of plants.

### Resources

**Companion Planting to Deter Pests in the Vegetable Garden**

**ECS Review - Vigoro Natural Weed Block**

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**Mulch**

Mulching of garden beds is acceptable and only District approved mulch suppliers are allowed. Please select an environmentally-friendly, non-dyed mulch for school gardens.

Wheelchair accessibility is necessary to be compliant with the Americans with Disabilities Act of 1990 (ADA). Engineered wood fiber or shell rock compacted surfaces are recommended. Consult with your Facilities-Maintenance Area Manager for more information. He/She will consult with Building Code Services (BCS) as necessary.

### Composting

Composting is a great option to reduce your yard and food waste while creating a beneficial product for the garden. Two materials are needed for successful composting: “Brown” materials including small twigs, dried leaves, shredded newspaper, cardboard, paper towels, napkins and “green” materials, including food scraps, grass clippings, and yard clippings. Keep products with a lot of seeds, invasive weeds, or that are diseased, out of your compost pile. Compost piles are best when approximately 50% brown and 50% green.

**Safety Alert**

When composting, please make sure that you are using a covered bin and make sure that the lid is closed securely.

### Resources

**Composting**
http://edis.ifas.ufl.edu/ep323

**ECS Review - Composting Bins**
Green Schools Recognition Program

If you have a school garden, you are on your way to becoming a Green School! The Green Schools Recognition Program, coordinated by FAU Pine Jog Environmental Education Center and in partnership with Palm Beach and Martin County School Districts, recognizes and encourages schools to green their schoolyards and school operations. The goal of this program is to acknowledge schools that have made efforts to create a culture of sustainability within their school environments. Schools are judged on five categories, plus a bonus area for innovation, and are given points based on the Green Schools Rubric. The Green Schools program is based on the premise that going green is a journey, and that all green strides should be celebrated.

To reflect this, there are three levels of recognition for Green Schools:

- **Green School of Promise**
  Schools that have scored 40-59 points and are taking the beginning steps to improve sustainability.

- **Green School of Quality**
  Schools that have scored 60-79 points and are taking active strides in improving and maintaining sustainable practices.

- **Green School of Excellence**
  Schools that have scored 80-100 points and show the highest level of commitment to sustainability.

Resources

Green Schools Recognition Program

Green Schools Website
http://ourgreenschools.com/

Environmental & Conservation Services Department
http://www.palmbeachschools.org/ecs/
(561) 684-5154 or PX: 4-5154
Back to Basics

Facility Services

In this Section:
School Garden Maintenance
Irrigation, Garden Pests, Work Order Procedure, Resources
Facility Services

School Garden Maintenance
If you recall, in the Planning section of this guide we talked about the importance of creating a Maintenance Plan and assigning responsibilities for garden maintenance. Here’s why...the maintenance of ALL aspects of the garden is the sole responsibility of the school. Under no circumstances should you call upon or rely on Facility Services to maintain your school garden.

Facilities-Maintenance Area Manager (Area Manager)
Each school has an Area Manager assigned to oversee the school grounds and facilities. We are extremely fortunate to have a “go to” person to provide guidance in an area where most of us are unfamiliar. It is very important to call upon and involve the Area Manager whenever you are either beginning a garden project, modifying one or closing one down. Think of it this way, there are so many rules and regulations at the federal, state and local levels associated with school grounds and structures, there is really no way that we could keep them all straight. That is why the Area Manager is so important! They know these things and can involve the appropriate District Departments as necessary.

Consulting with the Area Manager
As it relates to school gardens, after you have met with your garden team, created a plan and are ready to take action, before you do anything, especially before you dig, contact your Area Manager. The Area Manager will:
• Provide guidance as to whether the site is appropriate for the project
• Confirm whether or not irrigation is working
• Flag the sprinkler heads
• Confirm the site is ADA accessible
• Mark the appropriate distances from the building
• Confirm whether or not the project requires a permit
• Involve the appropriate District Departments as necessary

Before you Dig...
There are numerous buried utilities on a school site. Digging more than six inches deep may encounter buried utilities, particularly if they were not installed per the initial plan. Please be advised that any excavation over six inches in depth is also regulated under OSHA Trench Safety Regulations, a Federal law and just another important reason to involve your Area Manager at the beginning of the project. All buried utilities must be located prior to digging or driving stakes into the ground. Digging into a buried utility can lead to death, injury, or having to close a school. General rule of thumb, reach out to your Area Manager before you do any digging! Please visit the Building Code Services (BCS) section of this guide for more details.
Irrigation / Sprinklers
Schools should contact their Area Manager to schedule a consultation meeting with a member of the irrigation team. An irrigation representative will assist with the project scope, existing conditions and other miscellaneous items that may need to be addressed.

New Irrigation, Modifications or Changes
All modifications to the irrigation system are to be funded by school, using a District irrigation contractor. The irrigation team in Facility Services will assist schools in developing the scope of work and obtaining a quote. Whenever possible, garden sites should be placed in areas that already have sprinklers. Schools should work with their Area Manager regarding any work that will be done with a vendor.

Garden Pests
Whenever you see ant mounds, insects nests or unwanted wildlife, please submit a work order immediately so that the issue can be addressed and resolved.

Work Order Procedure
Work orders should be placed for minor repairs to existing irrigation systems and pest/insect related issues through the Tririga system.

Resources
List of Support Operation Leaders Assignments by School Zone

Facility Services
https://www.palmbeachschools.org/facilitiesservices/

Keep the garden area presentable at all times. Compost piles and spin barrel composters are acceptable options to address waste. Refer to the Environmental and Conservation Services section of this guide for more information.
Build It and They Will Come!

Building Code Services (BCS)

In this Section:
- Permits
- District Code Requirements
- Structures
- Wind
- Buried Utilities
- Wood
- Building Clearances for Trees, Shrubs/Hedges
- Environmental Design and Safety Practices
- ADA Accessibility
- Resources
Building Code Services Department (BCS)

BCS is the department responsible for reviewing construction plans and issuing building permits for construction or site improvements based upon the information displayed on the plans. Once the construction phase has been completed, BCS will visit the school site to inspect the project as it progresses to ensure that the project remains in compliance with codes, District standards, and the plans themselves. The ultimate goal of the BCS Department is safety in the built environment.

Permits
Aside from routine maintenance, all construction taking place on a school campus requires a permit from BCS. The installation of a school garden, raised beds and some other minor construction activities, will NOT require a building permit. For more information pertaining to these requirements, please refer to District Policy 7.26. https://www.palmbeachschools.org/sfs/wp-content/uploads/sites/64/2017/06/BoardDocs®-Policy_-7.26.pdf

Projects Requiring Building Permits
1. Construction of a sidewalk or paved walking trail.
   (The addition of paving stones do not require a permit.)
2. Construction of a concrete or block structure to contain a garden.
3. Modifications of underground site utility systems, other than minor irrigation system changes. Work with your school’s Facilities-Maintenance Area Manager (Area Manager) to coordinate minor changes.
4. Installation of a large above-ground trellis or other structure.
   (Small one or two person benches or a “single person pass through” trellis are not included.)

Before beginning or modifying any school garden, please contact your Area Manager to ensure that the site is suitable for a garden and to confirm that the space has working irrigation. If a permit is required, your Area Manager will alert BCS. If a permit is necessary, BCS will assist with the permitting process.

District and Code Requirements

Structures
Very often when garden spaces are created, hardscapes --- benches, trellises, arbors, fountains, rocks, etc. are introduced into the area to create an ambiance. Our school gardens are no different. While building permits are NOT usually required for these items, the following standards must be followed:

Wind
All above ground items must be:
• Anchored to resist hurricane force winds
• Heavy enough to resist hurricane force winds
• Taken inside a building if a hurricane or severe windstorm is approaching
• Small rocks can become missiles and therefore cannot be incorporated into school gardens

The most severe damage during a windstorm is caused by wind borne debris flying into a home or other structure. It is important for the District to be a good neighbor and to be sure that items on the school site do not damage neighboring homes or businesses.

Buried Utilities
There are numerous buried utilities on a school site. Digging more than six inches deep may encounter buried utilities, particularly if they were not installed per plan. Please be advised that any excavation over six inches in depth is also regulated under OSHA Trench Safety Regulations, a Federal law and just another important reason to involve your Area Manager at the beginning of the project. All buried utilities must be located prior to digging or driving stakes into the ground. Digging into a buried utility can lead to death, injury, or having to close a school. General rule of thumb, reach out to your Area Manager before you do any digging!
Wood
Generally speaking, the use of wood in South Florida is not a good option for maintenance and for safety reasons. Whenever possible, please choose sustainable forest products. Please keep the following requirements in mind when choosing wood as an option:

- Any free standing wood structure that is larger than a wood picnic table must be at least 60 feet away from school buildings.
- Pressure treated wood may not be used in edible gardens, to build raised beds or for any ground use.
- Lumber used to frame garden beds may be used within 60 feet of a building as it is in contact with wet earth and will not become a significant fire hazard.
- “Old” lumber may contain wood preservatives which have been banned and therefore is not permitted for use. For more information about wood preservatives, visit: https://www.palmbeachschools.org/sfs/wp-content/uploads/sites/64/2017/04/Dangerous-Wood-Preservatives.pdf

Plant Species
Although some plants may be approved for a school garden, they may not be allowed elsewhere on the campus. What is planted in the garden, should stay in the garden.

Fountains
While fountains are beautiful and definitely enhance garden spaces, due to the arrival of Zika in the South Florida area, standing water, which includes fountains and bird baths, can not appear in school gardens.

Building Clearances
When choosing a location for your school garden and the design for the garden, consideration must be given to the placement of plants, trees and bushes.

When planting, it is important to maintain the following mandatory separation between the building and the following plants. The reason is because we want to make sure that trees, rooting systems and animals do not interfere with the building structure.

Palm Trees
- Maintain a minimum 16 feet between the mature trunk and the building wall.

Fruit Trees
- Fruit trees or fruit/vegetable bearing plants will be planted so the drip line of the mature plant/tree is at least 50 feet away from any building.
- Fruit trees or fruit/vegetable bearing plants will be planted so the drip line of the mature plant/tree is at least 100 yards away from dumpsters, kitchen entrances, kitchen air exhaust vents, or any other source of odors that might attract pests/rodents.
- School personnel responsible for maintenance of the fruit trees will monitor the fruit tree area at least twice weekly to remove dropped fruit/vegetables.
- Please be advised, other pest control measures may be required, depending upon circumstances. Each school is responsible for funding these measures if pest issues develop.

Other Trees
- Maintain a minimum 20 feet between the mature trunk and the building wall.
- As a general rule of thumb for larger trees, the distance from the building should be equal to the height of the tree when it is fully grown. For example, a tree that grows to be 30 feet tall should be planted 30 feet away from the building.

Shrubs and Hedges
- Maintain a minimum 5 feet clearance between the edge of the shrub and the building wall. This separation is necessary to ensure clear sight lines near a building for safety. In other words, ensure there are no hidden or obscure spaces.
Environmental Design and Safety Practices
Crime Prevention Through Environmental Design (CPTED) is a proactive approach using design strategies to ensure safety is maintained as new environmental spaces are created.

Here are some practices to keep in mind when choosing spaces to create your school garden:

- A clear line of sight from 3 feet to 7 feet above the ground surface should be maintained within the garden area.
- Be sure the plant or trees will not drop heavy items (like coconuts) onto student occupied areas.
- Be sure that the garden will not obstruct visibility by a road or drive way intersection.
- In general, it should be the goal to plant trees and large shrubs so that their full-growth limbs do not touch or overhang District buildings. This may require separation distances in excess of those provided previously for palm trees and other trees.

Resource
Publication: Crime Prevention Through Environmental Design

Rock Gardens
The Building Code Services Department prohibits the use of stones or gravel on school campuses. Small rocks can become weapons in wind storms and can cause harm to others and to buildings. This is a Department of Education Requirement (Chapter 5-(2)(a)1. SREF 2014). Additionally, any drop exceeding 6 inches tall must be protected with a 12 inch high barrier. Drops greater than 18 inches tall must be protected with a 42 inches tall guard rails. (Building Code requirement, ref. 453.10.2.4 FBC-B 2014). We recommend the height of rock gardens are limited to 17 inches above adjacent ground. In other words, keep them low and do not allow students to climb on or play with the rocks.

ADA Accessibility
The District requires that all gardens that are used as educational tools be accessible to all students.

Generally speaking, accessibility is provided by...
1. Having plants within the allowable reach range, 18 inches minimum to 40 inches maximum.
2. Having a paved path adjacent to at least one side of the planting area.

Remember...
1. Plain mulch paths, stepping stone paths, and other paths that do not offer a stable, firm, slip resistant surface are not accessible. It may be possible to provide a “balloon wheel” wheelchair to provide accessibility when the cost of a paved path is prohibitive. It may be possible to provide that special accommodation only when a student with these types of needs attends your school.
2. All students must have the same opportunity to either observe or participate in garden activities and it is our responsibility to ensure this access.

Internal Accounts and Donations of Labor or Goods
As necessary, please be sure your project complies with Board Policy 7.26, titled "Facilities or Grounds Modifications Funded by Internal Accounts or Donations."

Resources
Building Code Services Department
https://www.palmbeachschools.org/buildingdepartment/
The Safety Net
Risk Management / Safety
Safe Schools / Health Services

Risk Management / Safety
Weather, Sun Safety, Appropriate Garden Attire, Garden Tools
Staking Plants, Consultants / Special Events, Volunteers,
Closing Down the Garden, Solarizing Raised Beds, Resources

Safe Schools / Health Services
Permission Slips, Allergic Reactions,
Administering Care in the Garden, Resources
Risk Management/Safety

Weather
One of the benefits of living in the Sunshine State is our beautiful weather. If you have lived in South Florida for any length of time, you also know that we have intense weather cycles and they change frequently. It is very important to be on high alert as it relates to the weather.

Heat Exhaustion, Heat Stroke and Dehydration
Weather hazards such as heat exhaustion, heat stroke and dehydration must be taken seriously. Stay hydrated! Be sure to have drinking water and shady areas available for all garden visitors. When working in the garden, please take frequent breaks as well.

Lightening
Although gardens love the rain, sometimes with rain, lightening is present. Florida is the number one state in the country for lightning deaths every year. Monitor storms and weather daily, use weather monitoring tools and the severe weather warning system. As soon as you see lightening or hear thunder, please evacuate the garden and go indoors.

Wind
There is nothing like a breezy South Florida day -- in fact, when the sun is beating down it is one of those things that many of us appreciate. We also know that sometimes, we experience heavy winds and hurricanes. Be mindful when the wind kicks up and cancel activities when gardens are under or near compromised trees. Take extra precautions to make sure that all tools are put away and garden hardscapes are anchored appropriately. School Garden Teams should subscribe to receive alerts from the Districts Severe Weather Warning System.

Sun Safety
While the sun is vital for our gardens, it can be very harmful to our skin. The rays of the sun are very strong, especially in South Florida. Whenever spending time in the sun be mindful to protect the skin. Below are tips to teach children about sun safety.

Seek Shade
When possible, begin garden activities in the morning, before 10am and after 4pm to minimize sun exposure.

Dress Appropriately
Wear long sleeves, pants, a hat and sunglasses when spending time in the garden.

Wear Sunscreen
30 SPF or higher is preferred, when possible, apply to your body 20 minutes before going into the garden, reapply as necessary. Sunscreen is considered an “over the counter” medication and requires a doctor’s order to provide staff training and permission to apply on school campuses. Please plan ahead and alert parents when you plan to take students into the garden. Encourage parents to apply sunscreen to their children’s face, lips, ears and skin before coming to school that day.

Sunscreen Tips
http://www.ewg.org/2015sunscreen/

Playground Safety
https://vodcast.palmbeachschools.org/player/ZISZP

Richard David Kann Melanoma Foundation
http://www.melanomafoundation.com
**Appropriate Garden Attire**

District guidelines pertaining to appropriate attire to the task at hand are referred to as Personal Protective Equipment (PPE). As it related to school gardens, please note that garden gloves should be worn for most (if not all) garden activities. Appropriate footwear is also important -- closed toed, flat shoes, boots or sneakers are permitted. Open toed shoes such as sandals and flip-flops are not allowed while working in school gardens. Be sure to wear safety glasses during activities that may require them.

**Garden Tools**

**Use:**

All gardening must be done with hand tools and users should be of appropriate age to safely handle the tool. Tools must be secured after use and kept in good working order. Broken or compromised tools should be disposed of properly and replaced. Proper disposal includes wrapping tools with sharp edges in cardboard and promptly placing them in the dumpster. Please educate students about the proper handling of tools. Make sure that they are wearing gloves and are closely supervised to prevent injury. Only the Maintenance and Plant Operations team or a hired contractor should handle or use power tools.

**Storage:**

Tools should be secured and made inaccessible to students when not in use and kept in good working order. Common sense is the word of the day. Younger children should not be using sharp or large tools that are hard for them to handle. They should be wearing gloves if they are weeding or digging in the dirt. Blunt ended and child size tools are available from most garden supply stores. We want the kids to be learning and experiencing not doing manual labor. Supervision is essential.

**Staking Plants**

Plants that require staking should be staked in such a manor as to not pose an impalement hazard. Stakes should be blunt or round ended. Use old tennis balls to cover the end of stakes. Crimp or cover any sharp barbs or ends on fencing and other materials used for staking. Use string not wire to tie plants to stakes.

**Consultants / Special Events**

Consultants and Vendors MUST:

- Be cleared through the appropriate School Police screening
- Comply with all Purchasing and District policies and procedures
- Have the appropriate insurance certificates and license

Garden related events such as fundraisers, festivals etc. must comply with guidelines in the Special Event Risk Management Planning Guide and may require the completion of the Risk Planning Tool PBCSD form 2498.

**Volunteers**

Be sure to plan ahead when volunteers are coming onsite and remember to adhere to all District policies pertaining to the use of volunteers. If you are unfamiliar with these policies, please consult with your front office staff on campus and/or the School Police. Please refer to the document below for District policies and additional guidelines.


**Resources**

**Risk Planning Tool - Form 2498**

https://eformmidapp.palmbeach.k12.fl.us/lfserver/_2498

**Special Event Risk Management Planning Guide**

Closing Down the Garden
If schools gardens will not be in use during the summer, they must be closed down and secured by the last day of school to avoid unintended access or accidents.

1. Tools and garden materials must be stored properly and inaccessible to students and others who may be on the school campus during the summer. An interior storage room or code compliant shed that can be locked is best.
2. Pots, tarps, containers and other items that can collect water during the rainy season must be stored in such a manner to prevent the collection of stagnant water that could allow ZIKA mosquitoes to breed.
3. Garden beds that are tarped or covered with plastic to prevent weeds or nematodes should have slices in the plastic or be “tented” to prevent standing water from gathering on the top of the tarp.
4. Dispose of all unwanted or broken plant stakes, soil and other materials that may be a hazard and/or attract unwanted pests.
5. Signage is recommended to alert everyone that the Garden is “Closed for the Season”.

Solarizing Raised Beds
At the end of each school year, solarize the soil. To do this, clean out each raised bed and turn over the dirt to allow it to compost. Cover each bed with visqueen, a durable, heavy plastic. This process uses the heat from the sun to rid the soil of pests during the summer months and prepares the soil for the next planting season.

For more information about solarization visit: https://edis.ifas.ufl.edu/in856

In preparation to solarize your raised bed, please make sure to create a tent with the plastic. This will help prevent water from collecting and standing on the bed. Here is what you can do:
1. Place either a 1x4 or 2x4 board on its side across the length of the raised bed.
2. Pull the plastic tightly over the top of the entire raised bed.
3. Staple the edges of the plastic to the perimeter of the raised bed.

Zika Virus
Zika alerts have been in place in our District and may be again. Zika mosquitoes are container breeders and thrive in man-made stagnant bodies of water. Keep all containers, pots, tools and tarps from gathering water. TURN THEM OVER! Tent garden bed tarps and cut slices in plastic covers to avoid puddling.

Resources
Risk Management / Safety
https://www.palmbeachslools.org/riskmgmt/main-page/?fl_builder

Zika Virus Update - Bulletin #PD 16-317 DSCOS
Safe Schools / Health Services
While we can all agree that gardens are peaceful places allowing us to regroup, recharge and reenergize, it is also important to remember that we share these spaces with wildlife and pollinators. Though most of the time these creatures will keep to themselves, sometimes they don’t and accidents do happen. Unfortunately for the student that has an allergic reaction to a plant or a sting, this can be disastrous!

Best Practices
To ensure the safety of all students, we recommend the following:

Permission Slips
Consider collecting signed permission slips from parents at the beginning of the school year if the intention is use the garden as an outdoor classroom.

Allergic Reactions
Either consult with parents or with the School Nurse to ensure that students with specific allergies are identified. This information allows everyone to be proactive to potential situations as opposed to being reactive. As a best practice, being familiar with or certified in first aid is a plus!

Use Walkie Talkies
If available, use Walkie Talkies when you are in the school garden. This will enable you to communicate with staff and administration quickly should an unforeen emergency take place.

Report Nests and Ant Mounds
Whenever you see an ant mound or a wasp/insect nest, please submit a work order to the Facility Services Department immediately. They will make arrangements to remove these types of pests. Regarding plant bugs and pests, these should be dealt with using the approved, natural methods outlined in the Pest Control area of the Environmental Conservation Services / It’s Easy Being Green section of this guide.

Administering Care in the Garden
School nurses have reported the following common health concerns in students who work in their school gardens and basic care actions to prevent more serious health issues. Below are some guidelines to follow until the student is under the care of the School Nurse or a medical professional.

Skin Abrasions / Punctures
• Wash dirt off immediately with water and cover with a clean cloth
• Take student to the health room for continued cleaning and bandaging.

Insect Bites
• If possible, determine the type of insect bite and observe for any allergic responses in student
• Wash immediately with water
• Take student to the health room for continued cleaning, observation or emergency response measures. (If a student is known to have a severe allergy to ant bites and/or bee stings, then the garden staff should be properly trained by the school nurse to respond immediately at garden site)

Dehydration
• Prevent dehydration by stopping activities and encouraging students to drink fluids
• Observe for signs of overheating (i.e. nausea, headache, dizziness and decreased sweating)
• Place student in a cool shaded area, encourage water if tolerated
• Contact administration and/or school nurse to respond to garden site with a transport chair to health room if any of the above signs are present

Resources
Safe Schools / Health Services
https://www.palmbeachschools.org/safeschools/healthintroductions/
Money Doesn’t Grow on Trees!
Purchasing Guidelines
Purchasing
As you know, when it comes to gardens, there is definitely some spending required. That is when it is necessary for us to call upon our friends in the Purchasing Department. As you can imagine, it is quite the endeavor to manage the expenses for a District as large as ours. Below are some guidelines for you to follow.

P-Card Purchases
Many of the garden expenses can be purchased by using a P-Card as long as certain conditions are met. Below are some examples where it is necessary to pay special attention. Additionally, prior approval is required when purchasing:
- Mulch or Soil (by the truckload)
- Outdoor Furniture
- Paint
- Plants, Fertilizer, Seeds, Trees and Sod
- Soil Conditioners

Please email GardenCollaborationTeam@palmbeachschools.org to obtain prior approval on the items mentioned above.

Purchasing No Nos
Please be advised, the District prohibits the purchase of the following items on a P-Card:
- Ant Killer
- Bleach
- Herbicides
- Insecticides
- Nematocides
- Pesticides

Resources
Purchasing Department
https://www.palmbeachschools.org/purchasing/
Preparing the Bounty
School Food Service (SFS)

In this Section:
- Nutrition Education
- Taste Testing / Food Samples
- Harvest Day Celebrations
- Resources
School Food Service (SFS)
Nutrition Education
Interested in expanding the garden experience into the classroom? When we take the time to infuse the nutritional aspects of gardening, we have the potential of inspiring students to choose healthier options. The Nutrition Services Team is always excited to share their knowledge by incorporating fun, engaging and informational nutrition education lessons.

Taste Testing / Food Samples
It is always exciting when children see the fruits of their labor -- pardon the pun! In fact statistics consistently demonstrate that when students grow their own food, they are more likely to make healthier choices going forward. In addition to that, students (and teachers) have the opportunity to try new foods.

If you are interested in sampling garden items to your students, SFS encourages you to partner with your SFS Manager. Please note, there are special food handling procedures that the SFS team must adhere to. Please give your SFS Manager some notice if this something you plan to pursue. Please take a look at the documents referenced on the next page related to these procedures.

Harvest Day Celebrations
Let your SFS Manager know when you are planning special garden celebrations. This way they can incorporate this special day into the cafeteria.

Resources
Nutrition Services
https://www.palmbeachschools.org/sfs/nutrition-education/

School Food Service
https://www.palmbeachschools.org/sfs/#

School Garden to Cafeteria Produce Procedure

School Garden to Cafeteria - Produce Transfer Receipt
Show Me the Money!
Grants and Resource Development

In this Section:
Processing Grants and Donations
Resources

School Garden Produce
Grants and Resource Development

School Gardens are a growing initiative nationwide! There are so many wonderful opportunities to obtain funding for school gardens. We have a team of people with a tremendous amount of experience in this area. You must contact the District’s Grants and Resource Development Team when applying for grants exceeding $10,000. Generally speaking, while for smaller grants this department is not usually involved, they are an excellent resource to obtain guidance. Additionally, please be sure to reach out to them whenever you receive a grant. They will provide you with the information necessary to track the use of these funds.

When your garden projects fit within grant parameters, be sure to:

- Address specific questions specified within the grant
- Provide donation intentions
- Provide sustainability plan
- Share educational benefits
- Submit a reasonable budget
- Respect financial parameters of the grant
- List community partners
- Include pictures

Processing Grants Received

It is always exciting and quite the sense of accomplishment when a grant is actually awarded and received. To be certain that we can provide you with the appropriate support please refer to the following procedures.

Provide the Budget Department with:

- a copy of the grant award letter
- the check received from the donor
- the proposed budget to include how the funds can and should be used

Grants

$9,999.99 or less

- Contact:
  - Area Superintendent for approval
  - Budget Department to have a budget and special accounting fund setup to track funds usage
  - cc: GardenCollaborationTeam@palmbeachschools.org

$10,000.00 or more

- Submit form PBSD 2339
- Refer to Grants Clearinghouse Committee (GCC)
  Bulletin #P-14060-SCLE/GA
- Contact:
  - Budget Department to have a budget and special accounting fund setup to track funds usage
  - cc: GardenCollaborationTeam@palmbeachschools.org
  - Refer to District Policy 6.04 - Donations
  http://www.boarddocs.com/fl/palmbeach/Board.nsf/goto?open&id=9R8NM25AD1C9
Donations
$1,000.00 or less
- Acknowledgement in writing by Principal

$1,000.01 to $9,999.99
- Acknowledgement in writing by the:
  - Superintendent
  - Principal

$10,000.00 or more
- Presentation to the Superintendent for Board Recognition
- Acknowledgement in writing by the:
  - Superintendent
  - Principal

For ALL Donations, contact:
- Budget Department to have a budget and special accounting fund setup to track funds usage
- cc: GardenCollaborationTeam@palmbeachschools.org

Resources
Grants and Resource Development
https://www.palmbeachschools.org/federalprograms/grantsresourcedevelopment/

Garden ABCs
http://www.gardenabcs.com/Grants.html

District School Garden Website - “Seed Money”
http://www.palmbeachschools.org/sfs/gardens

Slow Foods USA - Grants
http://gardens.slowfoodusa.org/grants
The Reservoir
Resources

In this Section:
District Resources
Local Resources
Additional Resources

District
Building Code Services Department (BCS)
https://www.palmbeachschools.org/buildingdepartment/

Environmental and Conservation Services Department (ECS)
http://www.palmbeachschools.org/ecs/
(561) 684-5154 or PX: 4-5154

Facility Services
https://www.palmbeachschools.org/facilitieservices/
Grounds Dept: (561) 687-7089 or PX: 2-7089

Garden Collaboration Team
gardencollaborationteam@palmbeachschools.org

Grants and Resource Development Website
https://www.palmbeachschools.org/federalprograms/
grantsresourcedevelopment/

Office of Communications
www.palmbeachschools.org/communications
(561) 434-8228

Safe Schools / Health Services
https://www.palmbeachschools.org/safeschools/

School Food Service Department (SFS)
http://www.palmbeachschools.org/sfs/
(561) 383-2000

SFS - Garden Newsletter - “Let’s Grow”
https://visitor.r20.constantcontact.com/manage/optin?v=001DWEiOj7A54g8QdPws8IIRUXl2-vEXi0jdb-LyDBI82qGlbgSH_gPqQ_041cMHAPj4i2v_YjgWIRCqZ1-Z3o2VCW_YZm0jhdbyVWfW5MZM6bo%3D

SFS - Garden Resource Center (SharePoint)
https://www.sdpbc.org/dept/9151/sbwellness/SitePages/Home.aspx

SFS - Garden Webpage
http://www.palmbeachschools.org/sfs/gardens

Local
Keeping Palm Beach County Beautiful
http://www.keeppbcbeautiful.org/index.html

UF/IFAS PBC Cooperative Extension
http://www.pbcgov.com/coextension
Master Gardeners: (561) 233-1750
Hydroponics: (561) 233-1715

UF/IFAS Electronic Data Information System
http://edis.ifas.ufl.edu/

“The love of gardening is a seed once sown never dies.”
Gertrude Jekyll
The School Garden Development Guide (3rd Edition) was created from the contributions of the following departments:

Building Code Services (BCS)
Environmental and Conservation Services (ECS)
Facility Services
Grant and Resource Development
Purchasing
Risk Management / Safety
Safe Schools / Health Services
School Food Service (SFS)

To provide comments and feedback regarding this publication, please email: GardenCollaborationTeam@palmbeachschools.org

A heartfelt thank you to Keeping Palm Beach County Beautiful and the UF/IFAS PBC Cooperative Extension for their contributions to this publication!

“To plant a garden is to believe in tomorrow.”
- Audrey Hepburn
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