



Process to Develop an Evaluation Framework for Farm to School for Canada Round 3 Reference Guide and Report on the Virtual Discussions Held Nov/Dec 2020 February 16, 2021

This document shares a list of outcomes and priority indicators for you to consider when you complete the Round 3 survey and includes an explanation of the changes made to these outcomes and indicators thanks to your feedback from the Virtual Discussions in November and December 2020. This document also shares definitions, and what to consider as you go through the process of participating in Round 3.

You can participate in the Round 3 survey even if you did not participate in any of the other surveys or discussions. The Round 3 survey can be completed and edited in multiple sittings.

Definitions

Outcome: A change that we want to see happen as a result of farm to school activities - e.g. **Members of the school community consume healthier food**

Indicator: A way of measuring whether that change has happened (would ideally be measured and compared year after year) - e.g. **Student intake of vegetables and fruit during school hours**

Short to medium-term: Change can be seen immediately or within the next 5 years

Before you respond to the Round 3 survey

Know that the **goal** of this round is for participants to identify their top priority indicators that they believe would be valuable for farm to school programs across the country to measure.

As with previous rounds, please take a moment to think about the question “What short or medium-term Community Economic Development / Environment / Public Health / Education and Learning outcomes would be valuable for farm to school programs across Canada to measure?”

Think about what evidence you might want to show, communicate or understand about farm to school programs so that you can provide or gain support for them. Then:

1. Consider whether you would like to make any revisions to the **list of priority indicators** (see pages 3-10 below).
2. Consider which of the indicators in the **list of priority indicators** you would rate as **high, medium or low priorities** for measurement.

3. Consider whether you would suggest any tools to measure any of your high priority indicators.
4. (Optional) You are welcome to review the report from the virtual discussions (starting on p. 11 below) to see an explanation of changes that have been made thanks to the feedback shared during these conversations as well as to see the **full list of indicators** that have been articulated. This full list of indicators will be shared in the final Evaluation Framework.

While you are filling out the survey

You'll be asked to respond to the following questions for each impact area that you want to share comments about. Each question below references the priority indicators articulated on pages 3-11 of this document (Community Economic Development - pages 3-4 / Environment - pages 4-5 / Public Health - pages 5-7 / Education and Learning - pages 7-10).

1. Would you suggest any changes to the language of any of the outcomes that have been articulated?
2. For each of the priority indicators under this outcome please identify whether you consider this indicator to be a high priority, medium priority or low priority for measurement.
3. Please share any concerns, considerations, comments or suggestions that you have about measuring any of these indicators (including any suggested language changes).
4. Can you share any measurement tools that have been used / could be adapted to measure any of the indicators?
5. Do you know of any evaluations that have happened or evaluations that are underway to measure any of the indicators?
6. Are there any priority indicators that you strongly feel are missing from the list?

** The process of identifying priorities in this round will be used to identify what indicators we want to encourage and provide tools for measurement. We recognize that there are important indicators that may not be a priority of those who participate in this survey but that are priorities for others who are advancing farm to school initiatives. Any indicators that are not identified as priorities will be included in the Evaluation Framework as an Appendix.

List of Priority Indicators

Community Economic Development (CED)
CED Outcome 1 - Local/regional food providers increase their business income
CED 1.1 - Number of school boards or schools that implement a local food procurement policy as well as a procurement target or goal
CED 1.2 - Amount of financial investment by schools, school boards/districts, provinces, territories, municipalities and other institutions in programs and training opportunities that support local procurement in schools
CED 1.3 - Number of contracts and partnerships that have been established between local food providers and schools
CED 1.4 - Growth in sales that local food providers have leveraged through schools
CED 1.5 - Income that local/regional food providers report that they have earned from school markets
CED 1.6 - Percentage of schools' food budget spent on local food
CED Outcome 2 - Local/regional food providers who are underrepresented and disenfranchised earn a more representative part of the market share
CED 2.1 - Number and % of contracts and partnerships that have been established between schools and local food providers who are traditionally underrepresented (Indigenous food providers, Black food providers, People of Colour, newcomers, members of the LGBTQ community, women, youth)
CED Outcome 3 - There are more food jobs in the school community and workers have greater job satisfaction
CED 3.1 - Percentage of school food jobs that uphold a living wage, decent hours, paid leave and medical benefits
CED 3.2 - Existence and quality of human resource policies for school food workers and providers that include training and professional development, standards, planning for retention, mentorship and recognition
CED 3.3 - Quality of paid positions (salary, full time vs part-time status, benefits, flexibility)
CED 3.4 - Number of hours that food service workers and providers are engaged in the school's food activities (e.g. planning menus, supporting local supply chains, supporting a school garden, training students in knife skills, etc...)
CED 3.5 - Level to which individuals from traditionally marginalized populations are employed in numbers that represent the population and have equal status (equal wages, hours, conditions and benefits)
CED 3.6 - Level to which food service workers and providers feel as though they are a part of the school community
EDU Outcome 6 - Members of the school community have more knowledge of and interest in local foods and their local food system
EDU 6.1 - Existence and quality of school curriculum regarding local and traditional food and food systems

EDU 6.2 - Number and % of students that are engaged in their local/traditional food system while at school (gardening, harvesting, preparation, preservation, etc...)
EDU 6.3 - Level of student knowledge of how, where and when to find local and traditional foods in their area
EDU 6.4 - Students' understanding of their local food system, local foods, local food providers and foods in season
EDU 6.5 - Students' understanding of the intersectionality between food, race, sovereignty, justice, health, the climate, and the environment
EDU 6.6 - Students' perceptions and attitudes towards locally sourced food and local food providers
EDU 6.7 - Level to which students believe that they have some influence over their own food system

Environment (ENV)
ENV Outcome 1 - Members of the school community practice greater environmental stewardship
ENV 1.1 - Number of students that grow and/or harvest food at school
ENV 1.2 (& PH 2.1) - Weight / volume / # items of food produced or harvested by members of the school community and served at school
ENV 1.3 - Number of initiatives taken by the school to enable sustainable food production (such as water harvesting, composting, recycling, seed saving, etc...)
ENV 1.4 - Per capita weight or volume of food waste produced by students at school
ENV 1.5 - Weight or volume of food packaging waste produced by food service staff
ENV Outcome 2 - Members of the school community purchase more sustainably produced foods
ENV 2.1 - Number of school boards or schools that implement a sustainable food procurement policy as well as a procurement target or goal
ENV 2.2 - Food miles of the food purchased by the school
ENV 2.3 - Percentage of the school's food budget spent on sustainably produced food
ENV Outcome 3 - Members of the school community appreciate nature more and develop eco-friendly attitudes
ENV 3.1 (& PH 3.1) - Number of hours that members of the school community spend in outdoor spaces as a part of farm to school activities
ENV 3.2 - Members of the school community report that they feel connected to the land (a concept based upon traditional Indigenous teachings)

ENV 3.3 - Members of the school community report that they feel gratitude for the land and what it offers (a concept based upon traditional Indigenous teachings)
EDU Outcome 9 - Members of the school community have more knowledge of and interest in sustainable food system practices
EDU 9.1 - Number of hours that Indigenous knowledge keepers are engaged to teach about local land, waters and traditional foods
EDU 9.2 - Number of school events and activities that raise awareness about environmentally sustainable food system practices
EDU 9.3 - Students' understanding of how the food system and their own personal choices influence aspects of personal and planetary health, for example human health, the environment, race, justice, and climate
EDU 9.4 - Number and quality of stories of students having translated what they have learned with regards to environmental stewardship into action
EDU 9.5 - Number of opportunities where a school participates in traditional Indigenous food system methods in a culturally appropriate way

Public Health (PH)
PH Outcome 1 - Members of the school community consume healthier food
PH 1.1 - Student intake of vegetables and fruit during school hours
PH 1.2 - Staff intake of vegetables and fruit during school hours
PH 1.3 - Percentage of students that report that farm to school activities have improved their health
PH Outcome 2 - Members of the school community have more access to healthy and culturally appropriate food
PH 2.1 - Existence and quality of institutional policies that support access to and consumption of healthy and culturally appropriate food in schools
PH 2.2 - Amount of financial and human resource investment in programs that support healthy and culturally appropriate food to be served in schools
PH 2.3 - Number of community members that are involved in providing healthy food to the school and their level of engagement
PH 2.4 (& ENV 1.2) - Weight / volume / # of items of food produced or harvested by members of the school community and served at school (includes food grown in a garden or greenhouse as well as the sustainable harvesting of traditional foods)

PH 2.5 - Perception by members of the school community that the school food environment is one that makes healthy foods easy to access
PH 2.6 - School food budget
PH 2.7 - Number of healthy meals and/or snacks provided at or by the school each day, week or month that are accessible to every student
PH 2.8 - Percentage of meals or snacks that serve vegetables and fruits to students
PH 2.9 - Perception by students and families that students can access healthy food in a dignified way regardless of their ability to pay
PH 2.10 - Perception by students and families that the foods served at school, in a variety of settings, reflect the cultural backgrounds and traditions of the student population
PH 2.11 - Perception by students and families that the foods grown in the school garden or at a community garden serving the school reflect the cultural backgrounds of the student population
PH Outcome 3 - Members of the school community have better mental health and well-being
PH 3.1 (& ENV 3.1) - Number of hours that members of the school community spend in outdoor spaces as a part of farm to school activities
PH 3.2 - Level to which students feel a sense of belonging / connection to the school and the broader community
PH 3.3 - Students report having stronger friendships and relationships with other members of the school community
PH 3.4 - Perception by students that their cultural food traditions are respected and celebrated at school
PH 3.5 - Students' self-reported mental, physical, emotional and spiritual health and well-being
PH Outcome 4 - Students engage in more physical activity
PH 4.1 - Number of hours that students spend on garden labour
EDU Outcome 1 - Members of the school community learn and apply hands-on food skills
EDU 1.1 - Level to which teaching staff understand and feel confident teaching hands-on food skills and using food skills education as a means to teach a variety of curriculum expectations
EDU 1.2 - Existence and quality of curriculum to support hands-on food skills education
EDU 1.3 - Amount of institutional support and resources for hands-on food skills education
EDU 1.4 - Number and quality of opportunities that allow students to learn and demonstrate hands-on food skills

EDU 1.5 - Number and quality of stories where students apply food skills at home / with their family / with their community
EDU 1.6 - Number or % of schools that have or can access gardens and/or greenhouses
EDU 1.7 - Number of school staff who lead and participate in farm to school programming
EDU 1.8 - Number or % of students that are able to demonstrate hands-on food skills
EDU 1.9 - Students' reported self-confidence in applying hands-on food skills
EDU 1.10 - Perception by members of the school community that hands-on food skills education at the school reflects the knowledge and traditions of cultures that are representative of the student body including traditional Indigenous food systems
EDU Outcome 4 - Members of the school community have more knowledge of and interest in nutrition and healthy eating
EDU 4.1 - Student willingness to try vegetables and fruits
EDU 4.2 - Number or % of students that express a stronger preference for vegetables and fruits
EDU 4.3 - Students demonstrate curiosity and interest in eating a diversity of healthy foods
EDU Outcome 5 - Members of the school community have more knowledge of and interest in increasing access to healthy food and advancing community food security
EDU 5.1 - Students' understanding of food security / insecurity and its effects on people
EDU 5.2 - Students' understanding of the intersectionality between food systems, race, sovereignty, justice, health, the climate and the environment and the influence of their own personal choices
EDU 5.3 - Number and quality of stories of students who have applied what they have learned to action that increases access to healthy food and/or community food security

Education and Learning (EDU)
EDU Outcome 1 - Members of the school community learn and apply hands-on food skills
EDU 1.1 - Level to which teaching staff understand and feel confident teaching hands-on food skills and using food skills education as a means to teach a variety of curriculum expectations
EDU 1.2 - Existence and quality of curriculum to support hands-on food skills education
EDU 1.3 - Amount of institutional support and resources for hands-on food skills education
EDU 1.4 - Number and quality of opportunities that allow students to learn and demonstrate hands-on food skills

EDU 1.5 - Number and quality of stories where students apply food skills at home / with their family / with their community
EDU 1.6 - Number or % of schools that have or can access gardens and/or greenhouses
EDU 1.7 - Number of school staff who lead and participate in farm to school programming
EDU 1.8 - Number or % of students that are able to demonstrate hands-on food skills
EDU 1.9 - Students' reported self-confidence in applying hands-on food skills
EDU 1.10 - Perception by members of the school community that hands-on food skills education at the school reflects the knowledge and traditions of cultures that are representative of the student body including traditional Indigenous food systems
EDU Outcome 2 - Members of the school community have more knowledge and skills needed for agriculture- and food-related careers
EDU 2.1 - Number of schools / courses / programs that provide students with skills for food-related careers
EDU 2.2 - Number of opportunities given to students to learn about agriculture and food-related careers
EDU Outcome 3 - Students' academic performance has improved
EDU 3.1 - Number of curriculum expectations met by students
EDU 3.2 - Number and quality of stories of students being more engaged at school and achieving greater academic performance as a result of learning the curriculum through hands-on food skills education
EDU Outcome 4 - Members of the school community have more knowledge of and interest in nutrition and healthy eating
EDU 4.1 - Student willingness to try vegetables and fruits
EDU 4.2 - Number or % of students that express a stronger preference for vegetables and fruits
EDU 4.3 - Students demonstrate curiosity and interest in eating a diversity of healthy foods
EDU Outcome 5 - Members of the school community have more knowledge of and interest in increasing access to healthy food and advancing community food security
EDU 5.1 - Students' understanding of food security / insecurity and its effects on people
EDU 5.2 - Students' understanding of the intersectionality between food systems, race, sovereignty, justice, health, the climate and the environment and the influence of their own personal choices
EDU 5.3 - Number and quality of stories of students who have applied what they have learned to action that increases access to healthy food and/or community food security
EDU Outcome 6 - Members of the school community have more knowledge of and interest in local foods and their local food system

EDU 6.1 - Existence and quality of school curriculum regarding local and traditional food and food systems
EDU 6.2 - Number and % of students that are engaged in their local/traditional food system while at school (gardening, harvesting, preparation, preservation, etc...)
EDU 6.3 - Level of student knowledge of how, where and when to find local and traditional foods in their area
EDU 6.4 - Students' understanding of their local food system, local foods, local food providers and foods in season
EDU 6.5 - Students' understanding of the intersectionality between food, race, sovereignty, justice, health, the climate, and the environment
EDU 6.6 - Students' perceptions and attitudes towards locally sourced food and local food providers
EDU 6.7 - Level to which students believe that they have some influence over their own food system
EDU Outcome 7 - Members of the school community have more knowledge of and interest in the foods, traditions and food systems of diverse cultures
EDU 7.1 - Number of community members of various cultures and backgrounds, especially those representative of the school community, who have a relationship with the school and share their foods, traditions and teachings
EDU 7.2 - Number of students who share their cultural food traditions at school
EDU 7.3 - Number of educators who embed awareness of diverse cultural foods, traditions and food systems in class lessons in a variety of ways
EDU 7.4 - How often cultural ceremony in relation to food is demonstrated within the school community
EDU 7.5 - Students' understanding of traditional foods belonging to different cultures
EDU Outcome 8 - Members of the school community have more knowledge of and interest in local traditional Indigenous foods and food systems
EDU 8.1 - Indigenous community members have a relationship are connected with the school and share their foods, traditions and teachings
EDU 8.2 - Number of events / activities / opportunities where students are taught the history and methods of traditional Indigenous food ways
EDU 8.3 - Students' understanding of diverse traditional Indigenous food systems
EDU 8.4 - Number or % of students who are able to identify and sustainably harvest traditional Indigenous foods on the land
EDU Outcome 9 - Members of the school community have more knowledge of and interest in sustainable food system practices
EDU 9.1 - Number of hours that Indigenous knowledge keepers are engaged to teach about local land, waters and traditional foods
EDU 9.2 - Number of school events and activities that raise awareness about environmentally sustainable food system practices

EDU 9.3 - Students' understanding of how the food system and their own personal choices influence aspects of personal and planetary health, for example human health, the environment, race, justice, and climate
EDU 9.4 - Number and quality of stories of students having translated what they have learned with regards to environmental stewardship into action
EDU 9.5 - Number of opportunities where a school participates in traditional Indigenous food system methods in a culturally appropriate way
PH Outcome 3 - Members of the school community have better mental health and well-being
PH 3.1 (& ENV 3.1) - Number of hours that members of the school community spend in outdoor spaces as a part of farm to school activities
PH 3.2 - Level to which students feel a sense of belonging / connection to the school and the broader community
PH 3.3 - Students report having stronger friendships and relationships with other members of the school community
PH 3.4 - Perception by students that their cultural food traditions are respected and celebrated at school
PH 3.5 - Students' self-reported mental, physical, emotional and spiritual health and well-being

Report on Virtual Discussions

Impact Area	Date	Number of participants
Environment	November 19, 2020	8 (2 breakout groups)
Public health	November 26, 2020	16 (4 breakout groups)
Education and Learning	December 1, 2020	19 (4 breakout groups)
Community Economic Development	December 9, 2020	8 (2 breakout groups)

Broad comments in response to the feedback we received during the Virtual Discussions:

Thank you to all of you who contributed to such rich discussions! Each of the virtual discussions was 1h 20 min long and at the end of each event participants shared that they really enjoyed the conversations and that the time went by too quickly.

We have worked hard to integrate all of your feedback and once again the Framework has been strengthened. We briefly explain some of our next steps and the changes that we made below.

- Our aim with developing an evaluation framework is to develop a menu of evaluation options that can be used by people to measure the impacts of farm to school programs. This is not a one-size-fits-all framework. The final list of outcomes and indicators will not be prescriptive - just give options saying “if you would like to measure health goals, here are some things that you can track”. We will likely also develop something like a “top-ten indicators to track across Canada list” that we can encourage people to track consistently across programs. We also hope to use this process to support the development of measurement tools to support evaluation into the future.
- We want to recognize that farm to school operates within the broader food system. This means that while schools will be able to impact and measure some of the outcomes and indicators, other indicators will need to be measured by other members of the community such as researchers, community partners, and business associations.
- We will create a definitions section in our final Evaluation Framework document where we will define terms such as “food literacy”, “food skills”, “healthy”, “local”, “school community”, “school food environment”, “outdoor learning”, “local/regional food provider”, “sustainably produced” and “environmentally sustainable food system practices”.
- In our final framework we will also clearly define the scope for each of the four impact areas.
- After some confusion about duplication across different outcomes we have worked towards making sure that outcomes are as distinct as possible from each other and that each outcome is housed within one primary impact area. We may refer to that outcome in a different impact area, e.g. the Community Economic Development section includes “EDU (Education & Learning) Outcome 6 - Members of the school community have more knowledge of and interest in local foods and their local food system”. We have also reworded some of the outcomes so that they have a clearer and distinct focus and we have moved some

indicators around to maintain the focus of each of the outcomes. All outcomes and indicators that relate to education are now located in the Education and Learning impact area.

- It is important to note that the indicators are meant to be measured year after year to identify whether a desired change is happening as a result of farm to school activities.
- Some survey respondents noted that specific outcomes and indicators might be difficult for some schools or communities to achieve or achieve change in (e.g. for socio-economic reasons). These outcomes were kept; however, we will make sure to emphasize that the indicators are not intended to define what every school community should measure. Rather, they articulate a menu of outcomes and indicators that farm to school programs can strive to measure where it makes sense for that specific school community.
- We will continue to consider how to ensure that the content of the framework reflects diversity in regions and contexts and how the indicators may be applied.
- We will continue to consider how to make this evaluation framework easy to implement by schools and program practitioners. We are planning to develop an evaluation toolkit out of this process that will make the practical use of this framework more accessible. This may include validated tools, discussion on how to measure indicators depending on what the measurement goals are, as well as ideas or suggestions for how to frame the questions and how to measure them.
- We will be adding footnotes to many of the indicators - i.e. comments to give more context to the indicator, how it could be measured well and any potential concerns to reflect upon before that indicator is used.
- Note that some indicators are very broad - e.g. demonstrating food skills. Future steps of this process will involve figuring out tools that measure specific and diverse food skills e.g. “# students who can safely chop a vegetable with a knife”.

General comments from the virtual discussions:

- It was suggested that the indicators should be as easy to measure as possible.
- Participants commented on how it would be useful to stay away from using the term “amount” as a qualifiable or quantifiable term for measurement and to instead use more specific measurement terms. This term was changed wherever possible.
- Participants suggested regularly asking what is actually worth measuring to show the impacts we want to demonstrate. (Just because we can measure something doesn’t mean it’s worth measuring).
- The term “quality” has been added to the language of institutional policies. It would be valuable to define somewhere what quality policies, stories, etc... look like.
- A lot of discussion was had about whether or not to include indicators that measure family actions or activities at home. Participants shared that these can be valuable for measuring concrete impacts; however, they can be difficult to measure and can cause a number of unintended consequences such as shaming families. It was concluded that we will continue to include these indicators in our lists of indicators but most will not be identified as a priority and we will share notes about concerns with attempting to measure them as well comments to consider for those who do want to measure these indicators.
- Some participants of the virtual discussions commented on how the indicators were very individual-focused and didn’t adequately reflect the Social Determinants of Health (SDoH). After much consideration it was

decided that it would be difficult to measure much in the way of the broader SDoH and that we do need to keep the framework focused and so it can not adequately consider the SDoH or broader food environment beyond the school. However, we can share some of the context around the SDoH in the final framework.

Full List of Indicators

Community Economic Development

Community Economic Development Outcomes - Quick Summary:

1. Local/regional food providers increase their business income
2. Local/regional food providers who are traditionally underrepresented and disenfranchised earn a more representative part of the market share
3. There are more food jobs in the school community and workers have greater job satisfaction
4. (EDU) Members of the school community have more knowledge of and interest in local foods and their local food system

Community Economic Development Outcomes and Indicators - Full List: (priority indicators are identified in bold)

CED Outcome #1: Local/regional food providers increase their business income
<p>Possible indicators:</p> <p><u>Institutional support:</u></p> <ul style="list-style-type: none"> ● Amount of local food infrastructure that has been established to support school food programs (e.g. food hubs, food incubators, community kitchens, processing equipment) ● CED 1.1 - Number of school boards or schools that implement a local food procurement policy as well as a procurement target or goal ● CED 1.2 - Amount of financial investment by schools, school boards/districts, provinces, territories, municipalities and other institutions in programs and training opportunities that support local procurement in schools ● Number of school boards or schools that implement one or more programs or initiatives to support local food procurement (e.g. food forward contracts, food origin audits, etc...) <p><u>Community collaboration Indicators:</u></p> <ul style="list-style-type: none"> ● CED 1.3 - Number of contracts and partnerships that have been established between local food providers and schools ● Number of collaborative efforts that take place among partners throughout Ontario's local food system ● Amount of social infrastructure to support collaboration (meetings, conferences, networks...) <p><u>Sales:</u></p> <ul style="list-style-type: none"> ● CED 1.4 - Growth in sales that local food providers have leveraged through schools ● CED 1.5 - Income that local/regional food providers report that they have earned from school markets ● Local/regional food providers report that schools provide them with a way to diversify their sales ● Number of regional food providers or processors selling products to schools

- Number of regional food distributors delivering to schools
- Number of locally sourced products / services sold to schools, broken down by category (fruit and vegetables, protein, dairy, eggs, other specialty products)

Schools' actions:

- Amount of \$ that schools spend on purchasing local food
- **CED 1.6 - Percentage of schools' food budget spent on local food**
- Variety of (or # of different) regional/local food providers that schools purchase local food from
- Variety of (or # of different) local food products that schools purchase
- Quantity or percentage of local food purchased and served in school
- Number / % of days where local food is served in school
- Number of schools that host healthy farm to school fundraisers
- Number of schools that are an access point for CSAs or other local food boxes
- Cafeteria income from sale of local food

Family actions:

- Number or % of families that participate in healthy farm to school fundraisers

CED Outcome #2: Local/regional food providers who are underrepresented and disenfranchised earn a more representative part of the market share

Possible indicators:

- **CED 2.1 - Number and % of contracts and partnerships that have been established between schools and local food providers who are traditionally underrepresented (Indigenous food providers, Black food providers, People of Colour, newcomers, members of the LGBTQ community, women, youth)**
- Amount (# and %) of local food that schools purchase from businesses owned by those who are traditionally underrepresented (Indigenous food providers, Black food providers, People of Colour, newcomers, members of the LGBTQ community, women, youth)
- Reported growth in sales that local food providers who have traditionally been underrepresented have leveraged through schools

CED Outcome #3: There are more food jobs in the school community and workers have greater job satisfaction

Possible indicators:

Institutional support:

- **CED 3.1 - Percentage of school food jobs that uphold a living wage, decent hours, paid leave and medical benefits**
- **CED 3.2 - Existence and quality of human resource policies for school food workers and providers that include training and professional development, standards, planning for retention, mentorship and recognition**
- Existence and quality of policies and funding in place to ensure that school food jobs provide a safe work environment that promote diversity and equity

- Amount of financial investment in positions dedicated to the consumption of and education about healthy local food

Number of jobs:

- Number of food service, food coordination or food education jobs (part time and full time) at schools
- Number of jobs in the school community that support farm to school
- Number of student jobs that exist to support the school food system
- Number of school food volunteers that gain food-related skills

Quality of jobs:

- **CED 3.3 - Quality of paid positions (salary, full time vs part-time status, benefits, flexibility)**
- Job satisfaction among food service workers
- **CED 3.4 - Number of hours that food service workers and providers are engaged in the school’s food activities (e.g. planning menus, supporting local supply chains, supporting a school garden, training students in knife skills, etc...)**
- **CED 3.5 - Level to which individuals from traditionally marginalized populations are employed in numbers that represent the population and have equal status (equal wages, hours, conditions and benefits)**
- **CED 3.6 - Level to which food service workers and providers feel as though they are a part of the school community**

EDU Outcome #6: Members of the school community have more knowledge of and and interest in local foods and their local food system

(see the EDU section for the full list of indicators)

Environment

Environment Outcomes - Quick Summary:

1. Members of the school community practice greater environmental stewardship
2. Members of the school community purchase more sustainably produced foods
3. Members of the school community appreciate nature more and develop eco-friendly attitudes
4. (EDU) Members of the school community have more knowledge of and interest in sustainable food system practices

Environment Outcomes and Indicators - Full List: (priority indicators are identified in bold)

ENV Outcome #1: Members of the school community practice greater environmental stewardship

Possible indicators:

Institutional support:

- The school has identified a school environment lead or created a paid position to be an environmental lead

Community collaboration indicators:

- Number of relationships between Elders and classes (where appropriate)

Growing / harvesting:

- **ENV 1.1 - Number of students that grow and/or harvest food at school**
- **ENV 1.2 (& PH 2.1)- Weight / volume / # items of food produced or harvested by members of the school community and served at school**
- Weight / volume / # items of food grown in a garden or greenhouse as well as the sustainable harvesting of traditional foods
- **ENV 1.3 - Number of initiatives taken by the school to enable sustainable food production (such as water harvesting, composting, recycling, seed saving, etc...)**
- Number of students that grow food at home / in their community

Cooking / preserving:

- Number of students that learn to preserve food to increase its shelf life
- Weight or volume of food that students preserve at school and at home
- Number of students that know how to prepare healthy meals and snacks

Personal Consumption Waste:

- **ENV 1.4 - Per capita weight or volume of food waste produced by students at school**
- Weight or volume of food waste produced by food service staff
- Weight or volume of food packaging waste produced by students
- **ENV 1.5 - Weight or volume of food packaging waste produced by food service staff**
- Number of students that learn how to compost
- Number of schools that compost

Other Environmental Action:

- Carbon footprint of the school community
- Number or % of schools that make use of reusable plateware
- Number of actions led by students that reduce environmental impacts
- Number of activities that students engage in outside of school hours related to sustainable food (e.g. jobs, hobbies, learning, recreation, purchasing)
- Number and quality of stories where students have translated what they have learned into tangible actions of environmental stewardship

ENV Outcome #2: Members of the school community purchase more sustainably produced foods

Possible indicators:

Institutional support:

- **ENV 2.1 - Number of school boards or schools that implement a sustainable food procurement policy as well as a procurement target or goal**
- Amount of financial investment by schools, school boards/districts, provinces, territories, municipalities and other institutions in programs and training opportunities that support sustainable procurement in schools
- Number of school boards or schools that implement one or more programs or initiatives to support sustainable food procurement
- Presence of a locally appropriate sustainable food purchasing strategy / plan

Community collaboration indicators:

- Number of contracts that have been established between sustainable food providers and schools

School / student purchases:

- **ENV 2.2 - Food miles of the food purchased by the school**
- Weight or volume of sustainably produced food purchased by the school
- **ENV 2.3 - Percentage of the school's food budget spent on sustainably produced food**
- Amount and % of money spent by the school on sustainably produced food
- Reported ease of purchase of sustainably produced food by staff responsible for purchasing
- Number of days where sustainably produced food is served in school
- Number of students that purchase or otherwise access sustainably produced food at school
- Frequency that students ask for more sustainably produced food to be served at school (or # of students that ask for it)
- Number or % of meals or snacks made with sustainably produced food and served to students and staff at school

Family purchases:

- Frequency that students ask for or purchase more sustainably produced food at home
- Money (# and %) spent by families on sustainably produced food
- Number of schools that host F2S fundraisers that provide sustainably produced food
- Number of schools that are an access point for CSAs or other local food boxes

ENV Outcome #3: Members of the school community appreciate nature more and develop eco-friendly attitudes

Possible indicators:

Institutional support:

- Number of schools that embed an “eco-friendly” commitment and the value of students’ connection to the natural world into school policies and practices
- **ENV 3.1 - Number of hours that members of the school community spend in outdoor spaces as a part of farm to school activities**
- Number or % of students that report when asked that they want to be in contact with nature

- **ENV 3.2 - Members of the school community report that they feel connected to the land (a concept based upon traditional Indigenous teachings)**
- **ENV 3.3 - Members of the school community report that they feel gratitude for the land and what it offers (a concept based upon traditional Indigenous teachings)**
- Number of hours of staff and student time dedicated to environmental education

EDU Outcome #9: Members of the school community have more knowledge of and interest in sustainable food system practices

(see the EDU section for the full list of indicators)

Public Health

Public Health Outcomes - Quick Summary:

1. Members of the school community consume healthier food
2. Members of the school community have more access to healthy and culturally appropriate food
3. Members of the school community have better mental health and well-being
4. Students engage in more physical activity
5. (EDU) Members of the school community learn and apply hands-on food skills
6. (EDU) Members of the school community have more knowledge of and interest in nutrition and healthy eating
7. (EDU) Members of the school community have more knowledge of and interest in increasing access to healthy food and advancing community food security

Public Health Outcomes and Indicators - Full List: (priority indicators are identified in bold)

PH Outcome #1: Members of the school community consume healthier food

Possible indicators:

Institutional support:

- Percentage of schools that comply with provincial school nutrition policy
- **PH 1.1 - Student intake of vegetables and fruit during school hours**
- Student intake of a diverse variety of whole foods during school hours
- Daily student intake of vegetables and fruit
- Student intake of ultra-processed food during school hours

- Daily student intake of ultra-processed food
- Daily staff intake of vegetables and fruit
- Daily staff intake of ultra-processed food
- **PH 1.2 - Staff intake of vegetables and fruit during school hours**
- Staff intake of a diverse variety of whole foods during school hours
- Family intake of vegetables and fruit
- **PH 1.3 - Percentage of students that report that farm to school activities have improved their health**

PH Outcome #2: Members of the school community have more access to healthy and culturally appropriate food

Possible indicators:

Institutional support:

Policies:

- Number and quality of policies and programs that support equity in school food programs
- **PH 2.1 - Existence and quality of institutional policies that support access to and consumption of healthy and culturally appropriate food in schools**
- Degree to which healthy school food policies are implemented

Investment:

- Percentage of schools with kitchen facilities and other school infrastructure
- **PH 2.2 - Amount of financial and human resource investment in programs that support healthy and culturally appropriate food to be served in schools**

Training:

- Quantity and quality of training programs for teaching staff to learn to teach about nutrition and healthy eating
- Quantity and quality of training programs for food service workers to prepare healthy meals and snacks

Community collaboration Indicators:

- **PH 2.3 - Number of community members that are involved in providing healthy food to the school and their level of engagement**
- Number of occurrences where traditional knowledge keepers support school staff in educating students about traditional food practices
- Amount of collaboration and monitoring of joint activities among relevant stakeholders (meetings, working groups, etc...)

Increasing school / family access:

- **PH 2.4 - Weight / volume / # of items of food produced or harvested by members of the school community and served at school**
- **PH 2.5 - Perception by members of the school community that the school food environment is one that makes healthy foods easy to access**

- Amount of healthy food that is contributed to the school by the community
- **PH 2.6 - School food budget**
- Amount (# or %) of vegetables and fruits purchased or produced by families
- Percentage of healthy food used in fundraising efforts

Healthy food served:

- Average number of days / week where healthy food is served to students
- Average number of healthy meals / snacks served to students per week
- **PH 2.7 - Number of healthy meals and/or snacks provided at or by the school each day, week or month that are accessible to every student**
- **PH 2.8 - Percentage of meals and/or snacks that serve vegetables and fruits to students**
- Variety of healthy foods served at school
- Amount (# or %) of ultra-processed foods that are available at the school
- Perception by members of the school community of the quality, freshness, taste, and nutrition of food served at school

Dignified and equitable access:

- Percentage of schools where students can access healthy food in a dignified way regardless of their ability to pay
- **PH 2.9 - Perception by students and families that students can access healthy food in a dignified way regardless of their ability to pay**

Culturally appropriate food is served and accessible:

- **PH 2.10 - Perception by students and families that the foods served at school, in a variety of settings, reflect the cultural backgrounds and traditions of the student population**
- **PH 2.11 - Perception by students and families that the foods grown in the school garden or at a community garden serving the school reflect the cultural backgrounds of the student population**

PH Outcome #3: Members of the school community have better mental health and well-being

Possible indicators:

Community collaboration indicators:

- Number and quality of opportunities for peer-to-peer relationship building and learning among teaching staff, volunteers, administrators and community partners
- Number and quality of interpersonal connections and meaningful relationships that students report having within the school community including across cultural differences
- Number and quality of relationships with and guidance from members of the community that students report having, including with elders, farmers, community partners, health professionals
- Existence and strength of teachers' / administrators' relationships with families, community partners and others

Environment provided:

- **PH 3.1 (& ENV 3.1) - Number of hours that members of the school community spend in outdoor spaces as a part of farm to school activities**

- Percentage of students who eat together in a communal setting
- Number of students who stay at school to congregate for lunch instead of leaving school grounds

Reports of wellbeing:

- **PH 3.2 - Level to which students feel a sense of belonging / connection to the school and the broader community**
- Percentage of students who report that they have access to enough healthy food at school to meet their needs
- **PH 3.3 - Students report having stronger friendships and relationships with other members of the school community**
- Members of the school community report that they feel connected to the land (a concept based upon traditional teachings)
- Members of the school community report that they feel gratitude for the land and what it offers (a concept based upon traditional teachings)
- Students' perceptions of their own autonomy
- Student demonstrations of self-esteem
- Level of student involvement and engagement in school activities
- **PH 3.4 - Perception by students that their cultural food traditions are respected and celebrated at school**
- Students' reported and demonstrated confidence in implementing food skills and being able to maintain a healthy lifestyle related to food decisions
- Students' reported perception that they have some control and influence over their own food system
- Students' reported desire to be at school
- Level of vibrancy and excitement at the school as reported by staff
- Student / staff attendance at school
- Number of conflicts between students
- **PH 3.5 - Students' self-reported mental, physical, emotional and spiritual health and well-being**
- Perceptions of student self-esteem as reported by teachers and administrators
- Students' level of focus and concentration in class
- Demonstrations of students' character strengths including motivation, responsibility, confidence, initiative, leadership and creativity

PH Outcome #4: Students engage in more physical activity

Possible indicators:

- Number or % of students who are involved in gardening
- **PH 4.1 - Number of hours that students spend on garden labour**
- Number or % of students who are involved in active food preparation activities
- Number or % of students who gain physical activity through building food infrastructure

EDU Outcome #1: Members of the school community learn and apply hands-on food literacy skills

(see the EDU section for the full list of indicators)
EDU Outcome #4: Members of the school community have more knowledge of and interest in nutrition and healthy eating
(see the EDU section for the full list of indicators)
EDU Outcome #5: Members of the school community have more knowledge of and interest in increasing access to healthy food and advancing community food security
(see the EDU section for the full list of indicators)

Education and Learning

Education and Learning Outcomes - Quick Summary:

1. Members of the school community learn and apply hands-on food skills
2. Members of the school community have more knowledge and skills needed for agriculture- and food-related careers
3. Students' academic performance has improved
4. Members of the school community have more knowledge of and interest in nutrition and healthy eating
5. Members of the school community have more knowledge of and interest in increasing access to healthy food and advancing community food security
6. Members of the school community have more knowledge of and interest in local foods and their local food system
7. Members of the school community have more knowledge of and interest in the foods, traditions and food systems of diverse cultures
8. Members of the school community have more knowledge of and interest in local traditional Indigenous foods and food systems
9. Members of the school community have more knowledge of and interest in sustainable food system practices
10. (PH) Members of the school community have better mental health and well-being

Education and Learning Outcomes and Indicators - Full List:

EDU Outcome #1: Members of the school community learn and apply hands-on food skills

Possible indicators:

Institutional support:

- **EDU 1.1 - Level to which teaching staff understand and feel confident teaching hands-on food skills and using food skills education as a means to teach a variety of curriculum expectations**
- **EDU 1.2 - Existence and quality of curriculum to support hands-on food skills education**
- Quality and quantity of professional development for teachers to be able to teach hands-on food skills as well as how to use food as a way to teach a variety of curriculum expectations
- Institutional policies include stronger language to support hands-on food skills in schools including the development of school gardens and engaging students in food preparation
- **EDU 1.3 - Amount of institutional support¹ and resources for hands-on food skills education**
- Percentage of schools with kitchen facilities that can be used for student learning

Community collaboration Indicators:

- Number of staff, volunteers and students that learn food knowledge and skills from members of the broader community
- Farm to school program staff and volunteers report learning practical skills from food practitioners
- Number of partnerships that leverage opportunities e.g. working with community kitchens...

Learning opportunities offered:

- **EDU 1.4 - Number and quality of opportunities that allow students to learn and demonstrate hands-on food skills**

Student and staff participation and engagement:

- Number of meals and/or snacks prepared by students for their class / school / community
- Weight / volume / # of items of food produced or harvested by students
- Weight / volume / # of items of food produced or harvested by members of the school community and served at school
- Number of times/week that students apply food skills at home / with their family / with their community
- **EDU 1.5 - Number and quality of stories where students apply food skills at home / with their family / with their community**
- **EDU 1.6 - Number or % of schools that have or can access gardens and/or greenhouses**
- **EDU 1.7 - Number of school staff who lead and participate in farm to school programming**

Student knowledge:

- **EDU 1.8 - Number or % of students that are able to demonstrate hands-on food skills²**

¹ Includes time (including preparation time), monetary support and other resources

² Examples : how to grow and harvest food; how to plan and prepare a meal and/or snack; how to shop for healthy food on a budget; how to follow/adapt a recipe; how to preserve food

Student confidence / feelings of self-efficacy:

- **EDU 1.9 - Students' reported self-confidence in applying hands-on food skills³**
- Level to which students feel a sense of belonging / connection to the school and the broader community

Culturally appropriate:

- **EDU 1.10 - Perception by members of the school community that hands-on food skills education at the school reflects the knowledge and traditions of cultures that are representative of the student body including traditional Indigenous food systems**

EDU Outcome #2: Members of the school community have more knowledge and skills needed for agriculture- and food-related careers

Possible indicators:

Institutional support:

- Quality and quantity of professional development for school staff to be able to teach skills and support student career development related to agriculture- and food- related careers
- Number of volunteers and school staff that receive training to advance their own food related careers
- Number of career-related scholarships offered to graduating seniors for agriculture and food-related careers

Community collaboration Indicators:

- Amount of connections, partnerships and participation that exist between the school and those employed in the food sector

Learning opportunities offered:

- **EDU 2.1 - Number of schools / courses / programs that provide students with skills for food-related careers**
- **EDU 2.2 - Number of opportunities given to students to learn about agriculture and food-related careers**

Student interest and action:

- Number of students that participate in school activities or courses where they gain hands-on skills relevant to careers in agriculture and/or food
- Students' awareness of agriculture / food-related career opportunities
- Number of students that apply to / graduate into food-related careers

EDU Outcome #3: Students' academic performance has improved

Possible indicators:

- Reports of student interest, focus and motivation in class
- Level of student involvement and engagement in school activities

³ Examples : how to grow and harvest food; how to plan and prepare a meal and/or snack; how to shop for healthy food on a budget; how to follow/adapt a recipe; how to preserve food

- Ease of learning academic concepts
- Student grades
- **EDU 3.1 - Number of curriculum expectations met by students**
- **EDU 3.2 - Number and quality of stories of students being more engaged at school and achieving greater academic performance as a result of hands-on food literacy education**
- Student attendance

EDU Outcome #4: Members of the school community have more knowledge of and interest in nutrition and healthy eating

Possible indicators:

Institutional support:

- Number of nutrition-related goals in the school action plan
- Number of positions / paid staff / resources allocated to food literacy education
- Quality and quantity of professional development for teachers to be able to teach nutrition and healthy eating as well as how to use food as a way to teach a variety of curriculum expectations
- School budget for healthy food programs
- Existence and quality of food literacy education in the curriculum

Community collaboration Indicators:

- Number of parents, community members and school staff that are involved in planning and implementing healthy school food initiatives
- Amount and quality of collaboration between schools and community health professionals to support student learning about nutrition and healthy eating
- School staff and families model healthy eating at school (e.g. through events, fundraisers, etc...)

Learning opportunities offered:

- Number of lessons, activities and events that identify, celebrate and feature healthy foods
- Number of lessons, activities and events that identify, celebrate and feature culturally diverse foods
- Number of schools that host healthy farm to school fundraisers

School environment that models healthy eating:

- Perceptions by members of the school community that students are encouraged to try new and diverse healthy foods in a comfortable and supportive way
- Number of days / week that school staff eat healthy food with the students and model healthy diets
- Number / % of students that report that the school food environment is one that promotes healthy foods and makes them easy to access
- % of money fundraised through healthy food
- Perceptions by members of the school community that healthy food is normalized in the school environment (posters, vending machines, events, rewards)

Student knowledge:

- Students' understanding of general nutrition and dietary knowledge including healthy eating behaviours
- Students' understanding of the impacts of the food environment on eating behaviours and physical and mental health
- Students' understanding of media literacy and the impact of media on food choices and health

Change in student preference and action:

- **EDU 4.1 - Student willingness to try vegetables and fruits**
- **EDU 4.2 - Number or % of students that express a stronger preference for vegetables and fruits**
- Number or % of students that are more familiar and comfortable with diverse healthy foods
- Measure of student excitement about eating healthy food
- **EDU 4.3 - Students demonstrate curiosity and interest in eating a diversity of healthy foods**
- Amount (% or #) of healthy food that students purchase or otherwise access during school hours
- Number of student activities outside of school hours or beyond graduation related to healthy food (e.g. jobs, hobbies, learning, recreation, purchasing)
- Number of hands-on activities that students engage in that involve healthy eating or improve the food environment at school

Change in knowledge and interest of food service workers:

- Food Service Workers' understanding of healthy food
- Food Service Workers' willingness to prepare healthy food

Change in family action:

- Amount (% or #) of healthy food that families purchase
- Amount of school communications about healthy food (on school website, social media, on posters, messaging home)
- Number or % of families that participate in healthy farm to school fundraisers

EDU Outcome #5: Members of the school community have more knowledge of and interest in increasing access to healthy food and advancing community food security

Possible indicators:

Institutional support:

- Number / % of institutional policies that support dignified access to healthy food
- Quality and quantity of professional development for teachers to be able to teach about the intersectionality between food, race, sovereignty, justice, health, the climate and the environment
- Existence and quality of curriculum that includes the intersectionality of food, race, sovereignty, justice, health, the climate and the environment

Student knowledge:

- Students' understanding of the socio-economic underpinnings of our current food system and the root causes of current food system inequities

- **EDU 5.1 - Students' understanding of food security / insecurity and its effects on people**
- **EDU 5.2 - Students' understanding of the intersectionality between food systems, race, sovereignty, justice, health, the climate and the environment and the influence of their own personal choices**
- Students' understanding of different food system models and their impacts on the health of people and planet
- Students' understanding of the importance of food sovereignty for people's well-being
- Students' understanding of areas for action to increase access to healthy food
- Number of students that learn how to budget for and purchase or otherwise access healthy food

Student interest and action:

- Number of students and staff who participate in activities / take concrete actions to increase access to healthy food at the school or in the community
- Number of students and staff who participate in activities / take concrete actions to help advance community food security
- **EDU 5.3 - Number and quality of stories of students who have applied what they have learned to action that increases access to healthy food and/or community food security**
- Number of school staff / administrators that take concrete actions to help advance access to healthy food at the school or in the community

EDU Outcome #6: Members of the school community have more knowledge of and interest in local foods and their local food system

Possible indicators:

Institutional support:

- **EDU 6.1 - Existence and quality of school curriculum regarding local and traditional food and food systems**
- Quality and quantity of professional development for staff to use local food system concepts as a way to teach a variety of curriculum expectations

Community collaboration Indicators:

- Number of community members that are involved in students' learning journeys

Learning opportunities :

- Number of classes that teach about local food systems
- Number of school days where local food is served
- **EDU 6.2 - Number and % of students that are engaged in their local/traditional food system while at school (gardening, harvesting, preparation, preservation, etc...)**
- Number of schools that host healthy farm to school fundraisers
- Amount of place-based education practices that link food to the local context of community, geography, ecosystems, politics, economy, etc.
- Amount of school communications about local food (on school website, social media, on posters, messaging home, signage in the school cafeteria)

- Number of field trips to or local connections/activities with local farms

Student knowledge:

- **EDU 6.3 - Level of student knowledge of how, where and when to find local and traditional foods in their area**
- Number or % of students who are aware of when local food is served to them at school
- Students' understanding of different food system models and their impacts on the health of people and planet
- **EDU 6.4 - Students' understanding of their local food system, local foods, local food providers and foods in season**
- **EDU 6.5 - Students' understanding of the intersectionality between food, race, sovereignty, justice, health, the climate, and the environment**
- Students' understanding of local food system processes, key players and the connections between them

Family and staff knowledge:

- Families' level of knowledge of how, where and when to find local and traditional foods in their area
- Level of staff knowledge of how, where and when to find local and traditional foods in their area

Student interest and action:

- **EDU 6.6 - Students' perceptions and attitudes towards locally sourced food and local food providers**
- Students' reported intention to buy local foods
- Students' reported preference for eating local food
- Number or % of students who ask for or buy local food at home
- Number or % of students who ask for local food to be served in the school's food service
- Amount of local food that students buy from the school's food service
- Amount of local food eaten by students
- **EDU 6.7 - Level to which students believe that they have some influence over their own food system**
- Number of activities that students participate in outside of school hours or beyond graduation related to local food (e.g. jobs, hobbies, learning, recreation, purchasing)

Staff interest and action:

- School staff perceptions and attitudes towards locally sourced food and local food providers
- School staff's reported intention to buy local foods
- Amount of local food eaten by school staff

Family interest and action:

- Number or % of families that participate in healthy farm to school fundraisers
- Level to which families report an intention to buy local foods
- Amount (% and #) of local food purchased by families
- Amount of local food eaten by families

EDU Outcome #7: Members of the school community have more knowledge of and interest in the foods, traditions and food systems of diverse cultures

Possible indicators:

Institutional support:

- Quality and quantity of professional development for teachers and other school staff to support inclusive learning environments / culturally responsive classrooms
- Number of schools that apply / have policies so that members of the school community can decide what foods are procured and served

Community collaboration Indicators:

- **EDU 7.1 - Number of community members of various cultures and backgrounds, especially those representative of the school community, who have a relationship with the school and share their foods, traditions and teachings**
- How often culturally diverse food is served or shared at school
- **EDU 7.2 - Number of students who share their cultural food traditions at school**
- **EDU 7.3 - Number of educators who embed awareness of diverse cultural foods, traditions and food systems in class lessons in a variety of ways**
- **EDU 7.4 - How often cultural ceremony in relation to food is demonstrated within the school community**
- Students' capacity to identify foods meaningful to their own culture, family and ancestry
- **EDU 7.5 - Students' understanding of traditional foods belonging to different cultures**
- Students' capacity to grow foods in the school or community garden that are appropriate to their cultures
- Level to which hands-on food skills education at the school reflects the knowledge and traditions of cultures that are representative of the student body

EDU Outcome #8: Members of the school community have more knowledge of and interest in local traditional Indigenous foods and food systems

Possible indicators:

Institutional support:

- Quality and quantity of professional development for teachers and other school staff to support inclusive learning environments / culturally responsive classrooms
- Number of schools that apply / have policies so that members of the school community can decide what foods are procured and served

Community collaboration Indicators:

- Amount that Elders and other Indigenous community members participate in students' learning journeys when it comes to the education of traditional food practices
- Number and quality of partnerships with local Indigenous organizations
- **EDU 8.1 - Indigenous community members have a relationship with the school and share their foods, traditions and teachings**
- Number of occurrences where traditional knowledge keepers educate school staff about traditional food practices
- Level of understanding by school staff about traditional food practices

- **EDU 8.2 - Number of events / activities / opportunities where students are taught the history and methods of traditional Indigenous food ways**
- **EDU 8.3 - Students' understanding of diverse traditional Indigenous food systems**
- **EDU 8.4 - Number or % of students who are able to identify and sustainably harvest traditional Indigenous foods on the land**
- Students' understandings of the intersectionality between food, race, sovereignty, justice, the climate, the environment etc...
- Students' understandings of the connections between people, the land, and their food as well as gratitude for what the land offers
- Students' understandings of the connections between human health and the health of the land
- Students' understandings of the importance of food sovereignty for Indigenous cultures

EDU Outcome #9: Members of the school community have more knowledge of and interest in sustainable food system practices

Possible indicators:

Institutional support:

- Existence and quality of curriculum regarding sustainable food system practices
- Quality and quantity of professional development for school staff to be able to teach sustainable food system practices

Community collaboration indicators:

- **EDU 9.1 - Number of hours that Indigenous knowledge keepers are engaged to teach about local land, waters and traditional foods**

Learning opportunities offered:

- **EDU 9.2 - Number of school events and activities that raise awareness about environmentally sustainable food system practices**
- Perception by members of the school community that traditional indigenous food system practices are acknowledged and taught in appropriate ways
- Number of students enrolled in courses that teach about the connections between food system practices, human health and the environment
- Number of students that pursue careers and post-secondary education related to sustainable food systems
- Number of courses that teach students how to apply food skills that contribute to environmental stewardship

Student knowledge:

- Students' understanding of sustainable food system practices
- Students' understanding of traditional Indigenous food system practices
- Number of opportunities where students are taught traditional Indigenous food system methods in a culturally appropriate way to support deeper student learning and understanding
- Students' understanding of the importance of food sovereignty for people's wellbeing

- Students' understanding of different food system models and their impacts on the health and wellbeing of people and planet
- Students' understanding of the intersectionality between food, race, sovereignty, justice, health, the climate and the environment
- **EDU 9.3 - Students' understanding of how the food system and their own personal choices influence aspects of personal and planetary health, for example human health, the environment, race, justice, and climate**

Student interest and action:

- Student perceptions of the importance of sustainable food practices
- School staff perceptions of the importance of sustainable food practices
- Students' reported preference for sustainably produced foods at home and at school
- Students' accountability towards the environment
- **EDU 9.4 - Number and quality of stories of students having translated what they have learned with regards to environmental stewardship into action**
- **EDU 9.5 - Number of opportunities where a school participates in traditional Indigenous food system methods in a culturally appropriate way**

PH Outcome #3: Members of the school community have better mental health and well-being

(see the PH section for the full list of indicators)