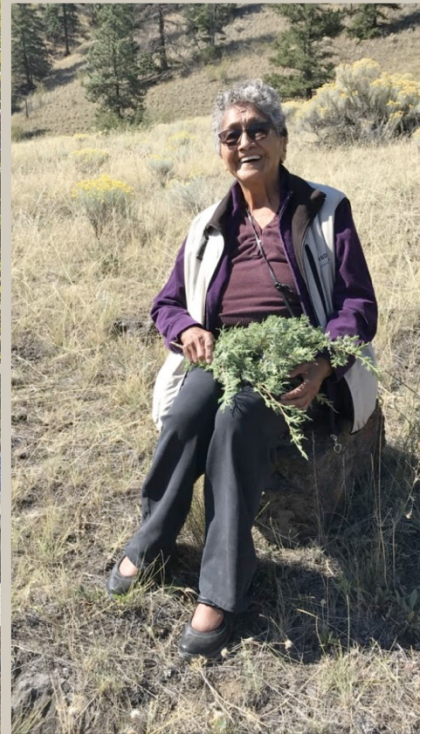
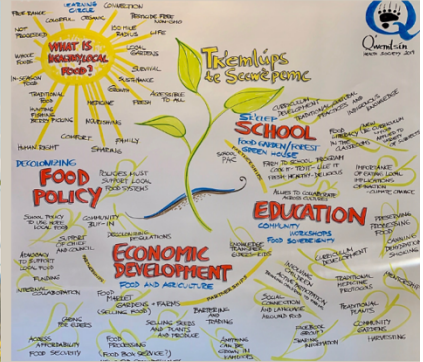


Farm to Cafeteria Canada Learning Circles Evaluation Report



**PREPARED BY:
BOBBI SASAKAMOOSE,
Q'WEMTSÍN HEALTH SOCIETY**



Q'wemtsín
HEALTH SOCIETY

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Territorial Acknowledgment

We would like to acknowledge that our learning and research takes place on the traditional territory of the Secwépemc Peoples, within the unceded lands of Secwepemcul'ecw. Secwépemc Peoples have cared for and nourished this land since time immemorial.

Executive Summary

It is due to Farm to Cafeteria Canada (F2CC) and the Social Planning and Research Council of BC (SPARC BC), that Q'wemtsin Health Society (QHS) was provided with the funds and support necessary to conduct Learning Circles for both Skeetchestn Community School (SCS) and Sk'elep School of Excellence (SSE). The evaluation draws mainly on structured and guided reflection among key team members, along with program records and information from interviews done as part of other related projects. This report focuses on challenges, successes and outcomes of the Learning Circles project, in particular:

- community engagement,
- engaging students,
- shifts in mindsets, attitudes and skills in the school and the community,
- food grown for the school and community, and
- the Learning Circles as a catalyst for additional food sovereignty work in the community.

With support from the QHS Food Sovereignty team we have seen the communities increase resources for both the school projects. Band staff have been involved with the operation, management and development of produce and infrastructure on the school grounds. We have seen increased access to healthy foods at both the community and school levels, and we are seeing excitement generated from community members.

Furthermore, we have seen the communities develop and implement advisory committees which have guided the work done for independent community garden projects, as well as collaborative projects on a larger scale. The Learning Circles, which were originally intended to improve Indigenous Food Sovereignty within the schools, have encouraged the catalyzation of much bigger projects within each of the three Secwépemc communities QHS serves; Tk'emlúps te Secwépemc (TteS), Skeetchestn Indian Band (SIB) and Whispering Pines Clinton Indian Band (WPCIB). In total the three communities have received a combined sum of just over \$100,000,000 to support all of the projects happening within their territories as a result of the original Learning Circles. There are plans in place at both of the schools and each of the respective communities to further support these newly developed projects, as well as the Food Forest and gardens currently in place, not just for the schools but for the communities as a whole.

Introduction

Background

With support from F2CC and SPARC BC, QHS received funding to conduct Learning Circles at both schools within TteS and SIB, in an attempt to better understand the need for increased Indigenous Food Sovereignty within the two communities. The research conducted reflects the knowledge shared by local community members and key stakeholders within both communities and has acted as the foundation for the initiation of various food related initiatives – all of which have had a positive impact on each of the respective communities.

“Food Sovereignty - Allows communities to control the way the food is produced, traded or consumed”

- Learning Circle Participant

Approach and Methods

This evaluation report focuses on challenges, successes and outcomes of the Learning Circles project, in particular:

- community engagement,
- engaging students,
- shifts in mindsets, attitudes and skills in the school and the community,
- food grown for the school and community, and
- the Learning Circles as a catalyst for additional food sovereignty work in the community.

The evaluation draws mainly on structured and guided reflection among key team members, particularly Bobbi Sasakamoose (Community Wellness Champion/Learning Circle Coordinator, QHS), with support from Laura Kalina (Dietitian/Indigenous Food Sovereignty Lead, QHS), Mitchell Ward (Social Work Practicum Student, University of Victoria), Robyn McLean (Evaluation Consultant, Tapestry Evaluation and Strategy), Shelaigh Garson (Permaculture Designer, Everyone’s Eden) and Marie Bartlett (Instructional Designer, Thompson Rivers University). In order to capture these observations and experiences, we took detailed notes at the Learning Circles, advisory group meetings, and team meetings. In addition, during team planning meetings we reflected on our key evaluation questions as a group to capture the learnings from the project.

We also drew on program records, in particular the agenda, notes and attendance from the Learning Circle meetings, advisory group meetings, and the number of volunteers at school gardens.

Since there was so much other related food sovereignty work happening at the time, we carried out this evaluation, we were able to draw information from interviews done as part of other related projects (such as the creation of the QHS Food Sovereignty Plan; see Learning Circles as a catalyst for additional food sovereignty work in the community in the [Successes and Outcomes](#) section). This included interviews with teachers and community elders.

Summary of Findings

Overview

The Learning Circle processes for both schools within SIB and TteS were first implemented in September 2019. This ongoing process has been one of great success for it has brought together many community stakeholders, such as Chief and Council members, elders, community members, school faculty, students, community health representatives, and band employees – all with the same goal to support, implement and sustain Indigenous Food Sovereignty within the two Secwépemc communities, starting with the communities' youth.

“The meeting of the like-minded people - generating excitement that rippled out. Collecting the ideas. The way we asked the questions, collected responses, grouping them, talked about the groups. Then seeing the overlap - it was really impactful for me, because you can see the parallels, the parts that need focus. Schools, preservation, gleaning, etc.”

- Marie Bartlett, Instructional Designer for Thompson Rivers University

What were any challenges and lessons learned?

In line with the current challenges faced by the rest of the world, our greatest identified barrier would be the announcement of the COVID-19 pandemic and the provincial restrictions which shortly followed. Fortunately, both of our Learning Circle sessions were conducted pre-pandemic and therefore we were able to hold them in person. However, any tasks developed as follow-up from the Learning Circles had to be conducted in a manner which met the requirements of the newly implemented provincial health restrictions. This variable is beyond one's control and despite its negative impact the teams both made a valiant effort to proceed with all the main initiatives that had originally derived from the Learning Circles.

As a result of the COVID-19 pandemic, many of our original plans and timeframes were modified. For a majority of the school year students were off-site and unable to safely participate in garden related activities at the schools, which led to QHS and band employees taking over

much of the garden maintenance to ensure the ongoing success of the projects for both schools. Additionally, a small group of various stakeholders continued virtual meetings to plan how the gardens would best be utilized upon the students return in terms of being incorporated within the schools' current curriculum. If it had not been for these frontline workers preserving this work both projects would have fallen to their demise due to the restrictions imposed as a result of the pandemic.

Despite this enormous setback the project is seeing great success; both communities and schools are proving to be incredibly resilient and have shown an increased interest in increasing Indigenous Food Sovereignty initiatives within their territories. The anxiety induced by the pandemic has increased both communities' awareness for the need of food security within their lands and as a result both have increased their participation within this important work. We are now seeing an increased level of community ownership within these projects, as well as the much-needed collaboration between the communities. This will be discussed more in the next section.

"It was a tough year for all those involved, but then I think about everything that happened and it's almost like a miracle"

- Shelaigh Garson, Permaculture Designer / Owner Operator of Everyone's Eden

What outcomes were achieved?

Based upon the input received at both community Learning Circles our team was able to develop an extensive list of action items for each school. Prior to the Learning Circles the schools were each at very different levels of completion in terms of the garden projects; SCS having an established Food Forest, green house and garden beds, while SSE was merely in the early phase of planning for the construction of the raised garden beds. Since the collection of the communities' input we've seen significant advancements at both schools, including:

- the development of advisory committees for both communities,
- infrastructure advancements,
- successful crops,
- the initiation of salad bar programs,
- collaborative development of curriculum focused on food growing and Indigenous Food Sovereignty.

As a result of all of this work, we're seeing increased community interest and involvement at all levels; students getting excited to make healthy food choices and governance officials dedicating resources to improve and implement food focused initiatives within their communities.

"Healthy minds and bodies will prosper"

- Learning Circle Participant

Community engagement and ownership

Over the course of the project, we held many different meetings and events. This included:

- ***Learning Circles*** - One meeting was held in each community; TteS and SIB. Both gatherings were well attended, with a total of 24 participants at TteS and a total of 22 participants at SIB. Participant cohorts consisted of a variety of local stakeholders, ranging from students, community members, band employees, Chief and Council members, local farmers, health officials and school faculty.
- ***Food Sovereignty Advisory Committees*** - Both communities now have advisory committees guiding the work toward Indigenous Food Sovereignty within their territories.

Knowing our Roots (SIB) was originally established in the Fall of 2018 with a small group of 6 individuals: 2 SIB Social Development workers, 1 teacher, 1 QHS employee, 1 permaculture designer and 1 elder. This has expanded to a much larger group of 16 individuals and now includes more staff from each organization, students, elders, and the SIB Natural Resource Department. However, the average number of meeting attendees is 7 - this restricted level of participation is due to the COVID-19 pandemic. The group held 10 meetings between November 13, 2019 and April 20, 2021.

The Tk'emlúps te Secwépemc Food Sovereignty advisory committee initiated as a response to the Learning Circle outcomes. It has 13 members, ranging from band Council, band employees, community farmers, teachers, QHS employees, community members, elders, and a permaculture designer. The group has held 4 meetings between November 12, 2019 and April 20, 2021.

Committee members and dates of meetings can be seen in Appendix 1. Skeetchestn Meeting Attendance and Garden Volunteer Hours and Appendix 2. Tk'emlúps te Secwépemc Meeting Attendance and Garden Volunteer Hours.

- ***School Committees*** – In order to guide the work done at the school level, both schools have hosted school garden advisory committee meetings.

For the SCS these meetings have primarily been incorporated within the Knowing our Roots meetings. It has not been until this spring (2021) that the school faculty have started meeting independently to prepare for the upcoming growing season. To date the sub-committee has had 3 meetings. These independent meetings are due to the vast expansion of Indigenous Food Sovereignty related projects within the community.

The SSE garden committee first originated in the fall of 2019, only months before the community Learning Circle occurred. It has 6 members: 1 teacher, 2 elders, 2 QHS

employees and 1 permaculture designer. The group has had 2 formal meetings between November 12, 2019 and April 20, 2021; this number of occurrences has been greatly impacted by the COVID-19 pandemic.

Committee members and dates of meetings can be seen in Appendix 1. Skeetchestn Meeting Attendance and Garden Volunteer Hours and Appendix 2. Tk'emlúps te Secwépemc Meeting Attendance and Garden Volunteer Hours.

- **Garden Volunteers** - Due to the restrictions on volunteer access to the SIB and SCS garden the site projects were primarily maintained by QHS and SIB employees. The SIB Social Development Department stepped forward and managed much of the work that took place toward the end of the summer and early fall. Students were able to return onsite in October, at which point we saw increased student participation. Volunteers were present in the garden each week, at different levels of capacity. Per session, we saw anywhere from 1 to 7 volunteers at a time. To date the SIB Social Development Department and the SCS continue to collaborate to ensure the success of the project for both the students and the community as a whole. It is this increased level of community ownership and collaboration that has made this project truly successful.

The implementation of phase 1 for the SSE's garden project could not have been made possible had it not been for a dedicated team of volunteers. First, we saw the vast contribution made by the Thompson Rivers Women in Trades program; program participants worked onsite for six weeks to develop the 10 raised garden beds, irrigation, workbench and garden shed. Once the infrastructure had been completed, we saw volunteers come in from the Next Generation Naturalists (part of the Kamloops Naturalist Club). On two separate occasions club members congregated at the school garden to stain and plant the garden beds with QHS staff. After planting, one QHS employee and a practicum student monitored the site on a regular basis to ensure the survival of the plants prior to the re-commencement of the school year and the students return to the site.

Engaging students

The project's lead teachers from both schools have reported that the students are best engaged through the use of a garden-based curriculum which meets the curriculum requirements of the province of British Columbia, as well as direct supervision and clear instruction in everyday gardening tasks. Both schools are incorporating various lessons such as culture, art, language, history, science, and math into the use of the garden. As a result of all these combined efforts and hands-on learning opportunities, students are showing appreciation, excitement, pride and ownership for their school's garden projects.

"The students connect to the garden by being instructed about gardening, such as seed starting and caring for plants, plans are in place for building infrastructure for the garden, building habitat for bees, birds, and bats, doing art and writing in the garden, relaxing in

the garden, using it for math such as measuring or learning area and perimeter, using the garden for science experiments, learning about traditional plants and how to use them, making tea and bath bombs with herbs, the list goes on”

- Maureen Zutz, Lead Teacher for Skeetchestn Community School

Shifts in mindsets, attitudes and skills in school and community

As the projects have grown, we are observing increased community awareness towards Indigenous Food Sovereignty within the two communities. More and more teachers are coming on board, both supporting the projects and engaging their students. Students are knowledge sharing with their peers and learning valuable skills which they are taking home to share with their families. Parents and community members are supporting the work conducted by their youth and in turn taking it upon themselves to take part within the movement. Chief and Council are seeing the value of this good work and supporting the movement within each of their respective communities at a greater level; we're seeing further development and implementation within community Food Sovereignty committees, especially within TteS. Additionally, both communities have developed positions of employment for a school garden educator and Indigenous Food Sovereignty Liaison workers to assist in the successful continuation of these projects on a larger scale.

Food grown for school and community

For the 2020 growing season, there were plans in place that did not come to fruition due to the pandemic. However, both projects still had a successful year in terms of the fruits and vegetables produced!

The SCS greenhouse had been stocked and the garden plots planted with some cold crops in early March, this was with the assumption that students would be returning after their two-week spring break. It was during the school's break that the provincial health restrictions were put in place and the school instilled a temporary closure. This greatly reduced the capacity for student and volunteer support within the garden and as a result QHS and SIB employees stepped forward to support the garden's maintenance for the remainder of the growing season. Any food that had been produced and harvested from the garden during the summer months went directly to the community by means of good food boxes and then when the schools reopened in the fall the food went back to the students through the school's lunch program.

For the 2020 harvest the Knowing our Roots committee collected approximately 75 lbs. of garlic at the SCS. This harvest motivated the development of a fall festival for the community and school, the Festival of Lights. It began with the committee providing garlic kits to 20 families within the community; community members were provided with all the materials necessary to dehydrate their own garlic from the comfort of their own home. Then the Social Development team began collecting garlic-based recipes from community members; the best recipe won a prize and all the recipes collected were combined and made into a booklet for community

distribution. The committee made garlic scape pesto and dehydrated garlic on a large scale, which in addition to fresh garlic braids, was also distributed to community members in the fall good food boxes.

The main aspect of the Festival of Lights was an outdoor event, which highlighted the SCS's Food Forest and garden. The SIB Social Development Department delivered pumpkins to community members' homes and then later collected the pumpkins carved for the use of a community carving contest. On the evening of October 29th, the pumpkins were lit and displayed throughout the garden. Chili and healthy snacks were prepared utilizing foods harvested from the garden and families were given samples of dehydrated garlic, tomatoes and teas which were also harvested from the garden. The event was conducted in a manner which reflected the current provincial health restrictions; families had to pre-register for their garden walkthroughs. Masks were worn at all times and hand sanitizer was made available throughout the site.

Since it was only in its first year of development things looked much different at SSE. The garden boxes, worktable and garden shed had been built over the course of the summer holidays. A small team of volunteers were able to fill the garden beds with nursery plants in late August. As a result, each of the school's classrooms were able to utilize the small harvest for individual salads in the school's lunch program.

"A positive reflection would be the overwhelming support we have had to build our school gardens, and outdoor learning area, purchase a salad bar unit, and continue to support our gardens through various grants that have been approved. We have had support from the TteS community, Qwemtsin Health staff, and our gardening expert, Shelaigh Garson. I am grateful that the community sees a vision for our youth and want to support projects involving food sovereignty"

- Arlene Dixon, Lead Teacher for Sk'elep School of Excellence

Planning is currently in place to prepare both schools for the upcoming growing season. Both schools have purchased salad bar units with additional funds from F2CC and SPARC BC and will be implementing their salad bar programs this year. Produce planted within the gardens this spring will reflect the needs of the school's salad bar units.

Catalyst for additional food sovereignty work in the community

The Learning Circle meetings were incredibly valuable tools that acted as a catalyst for much larger projects within not only TteS and SIB, but WPCIB, as well. In both Learning Circles we observed the participation of outside sources sharing their own success stories and inspiring the community representatives that were present for the process. We saw the initiation and implementation of the TteS Food Sovereignty advisory committee which is now guiding much of the work within its own territory, for SIB we have seen increased community support for the work being done at the school level, and for WPCIB we have seen the development of

community greenhouse, garden and the starting phases of a community kitchen. In total the three communities have received a combined sum of just over \$100,000,000 to support all of the projects happening as a result of the original Learning Circles.

With the SCS garden acting as a pilot project in 2019 we were met with many obstacles. All of which, the committee was able to overcome. This work acted as a guide for the SSE and TteS, allowing for the projects in their community to develop at a much more rapid rate.

After the first growing season for the SCS Food Forest, we determined there was a major need for increased access to water. This need initiated a water sustainability study where we found that the school roof was capable of harvesting upward of 127,000 gallons of water. The results from this study were used to acquire more funds from the Investing in Canada Infrastructure Program for the development of an extensive water harvesting system to support the school's Food Forest. Phase 1 of this project's implementation is to begin this summer.

It was also determined that due to the size of the garden and the anticipated harvest that there was a desperate need for a cold storage unit. Presently, the school and community lack an appropriate space to store produce and preserves at a large scale. During the fall of 2019 the school harvested over 100 squash and due to improper storage facilities, much of the harvest spoiled before it was able to be utilized. The same funds received from the Investing in Canada Infrastructure Program will also be used to develop an industrial sized root cellar at the school, which will be utilized by both the school and the community. Phase 1 of this project's implementation is to begin this summer.

Additionally, the same funds will also support the development of onsite infrastructure which will increase student and community access to the Food Forest and garden. Phase 1 of this project's implementation is to begin this summer and with it we will see the development of outdoor bathrooms, an outdoor processing area, a covered sitting area and stairs leading to the top of the Food Forest.

The TteS Food Sovereignty advisory committee has supported the SSE in the rebuilding of the community greenhouse. The greenhouse has had both irrigation, solar / electrical upgrades, and has also been re-sided. Additionally, the community has received funds from the First Nations Health Authority Indigenous Climate Health Action Program to build a second greenhouse within the community. The second greenhouse has been erected at the band owned and operated Harper Ranch, just down the road from the SSE and like the first greenhouse, it will be a shared asset between the community and the school.

This past summer we saw the installation of the school's garden beds, worktable and garden shed. Phase 2 for the project is the installation of the school's berry walk, which is scheduled to occur this summer and then next summer we will implement Phase 3 which is the installation of the school's Food Forest. The Food Forest is set to be installed on a walking path leading from the school to the community's Pow Wow arbour. Working with community elders we will have signage with QR codes that visitors can download on their smart devices to hear the proper

pronunciation of traditional plant names. Once provincial health restrictions are lifted, and the community is again able to host functions the location will acquire a lot of traffic from the public and act as a valuable educational resource for all the site's visitors.

In addition to the implementation of Phase 1 of the SSE's garden project we saw the initiation of the Kweseltken Farmers and Artisan Market. This outdoor market launched at the beginning of August 2020 and welcomed both local farmers and artisans to display and sell their produce and goods to community members in a manner which respected the social distancing regulations set forth by the Provincial Health Officer. The project is hosted by Community Futures Development Corporation of Central Interior First Nations (CFDC of CIFN) and was made possible with funds received from Thompson Okanagan Tourism Association and additional support from TteS. The project's goal: to provide a safe outlet to support local First Nations production of food and creation of their traditional crafts.

We have also seen significant movement in terms of the development of a post-secondary education program to strengthen and support traditional land practices within the territory. This initiative was discussed in great length at both community Learning Circles and was determined to be a goal which held great value for all the stakeholders. In collaboration with Thompson Rivers University (TRU) and both communities, SIB and TteS, TRU has launched its first ever, Applied Sustainable Ranching program. This is a one-year certificate program which boasts courses on land management, farm / greenhouse operation, economic development and traditional practices. Interested students can use this program as a steppingstone towards a diploma program and even further into the TRU Natural Resources degree program. Tuition is free for interested applicants and is covered by BC First Nations Post-Secondary Partnerships.

To further support the communities' Indigenous Food Sovereignty initiatives the CFDC of CIFN applied for additional funding to develop the Kweseltken Kitchen, a mobile processing unit which is anticipated to support both the schools, the Kweseltken market and the Applied Sustainable Ranching program. The funds were allocated by the Ministry of Agriculture, through the Kamloops Food Policy Council, and the Investment Readiness Program.

QHS is in the final stages of the development of a community Food Sovereignty Plan, which has been appropriately titled: Elkstwecw Ne Tmicw - Working Together for the Land. The plans development has been led by the QHS Food Sovereignty team and written in collaboration with Tapestry Evaluation and Strategy. It includes input from various stakeholders such as, health representatives, traditional knowledge keepers, Chief and Council members, band employees, and community members within the three communities that QHS serves. The overall goals for developing the QHS Food Sovereignty Plan is to communicate our vision for Indigenous Food Sovereignty within our territories, to provide a tool for future coordination of similar projects and to provide community members, staff and leaders a resource to better advocate for higher levels of change in terms of advancing Indigenous Food Sovereignty in our Secwépemc communities.

Currently, QHS, TteS, SIB and WPCIB are collaborating to develop a six series set of gardening videos for the educational purposes of their schools and community members. This series will

highlight basic gardening concepts such as seed starting, soil amendment, composting, pest control, harvesting and preservation. Once complete the schools are set to develop an additional three videos to support the series. Funds to support these additional videos have been received from F2CC / SPARC BC; the first two videos will focus on methods used to support the school's salad bar programs and the final video will highlight all of the work done at the school level since the initiation of the Learning Circle process.

Summary

The Learning Circle process made possible by F2CC / SPARC BC has been one of great value for all three of the Secwépemc communities which QHS serves. Although the project's focal point has primarily been at the school level for SCS and SSE we have seen significant positive impact for all three communities as they've each acknowledged the good work being done by the students and saw how the pandemic negatively impacted the local food systems. As a result, we've seen each community step forward to take ownership of their own food related projects. It has been reported that the Learning Circles were a valuable asset to the communities because they allowed for the opportunity for various community stakeholders to gather and discuss the need, the value and the goals for creating Indigenous Food Sovereignty within our Secwépemc communities. It is this collaboration between communities that prompted our many successes within the past year. With this success, we were presented with barriers, primarily those imposed by the COVID-19 pandemic. However, these barriers only further motivated the three communities' desires for achieving Indigenous Food Sovereignty.

With support from the QHS Food Sovereignty team we have seen the communities increase resources for both the school projects. Band staff have been involved with the operation, management and development of produce and infrastructure on the school grounds. We have seen increased access to healthy foods at both the community and school levels, and we are seeing excitement generated from community members. More specifically, we are seeing students getting excited to learn about their traditional food systems and their culture, through the participation of experiential hands-on learning within the garden setting. All of which is nurturing their development of self-pride and knowledge of ancestral traditions.

Furthermore, we have seen the communities develop and implement advisory committees which have guided the work done for independent community garden projects, as well as collaborative projects on a larger scale, such as that of the TRU Sustainable Ranching program and the [Kweseltken market](#). The Learning Circles, which were originally intended to improve Indigenous Food Sovereignty within the schools, have encouraged the catalyzation of much bigger projects within each of our Secwépemc communities; in total the three communities have received a combined sum of just over \$100,000,000 to support all of the projects happening as a result of the original Learning Circles. There are plans in place at both of the schools and each of the communities to further support these projects, as well as the Food Forests and gardens currently in place, not just for the schools but for the communities as a whole. It is the combination of all of this good work that will put us closer to our goal to the overall achievement of Indigenous Food Sovereignty within our three Secwépemc communities.

“Traditional foods are important to the community because it gets people up and out on the land, asserting our traditional rights. We have many lakes in the territory that have spring run offs of trout and every four years there will be a big sockeye run. This is beneficial to our people”

- Marshall Gonzales, Councilor for Skeetchestn Indian Band

Appendix 1. Skeetchestn Meeting Attendance and Garden Volunteer Hours

	Knowing our Roots		School Advisory		Garden	
Total	Date	Participants	Date	Participants	Date	Participants
1	Jan 9/20	9	Feb 15/21	3	June 18/20	6
2	Feb 20/20	6	Mar 15/21	3	June 25/20	6
3	June 11/20	6	April 12/21	3	June 29/20	1
4	June 30/20	5			July 2/20	5
5	July 23/20	7			July 7/20	5
6	Aug 25/20	6			July 15/20	4
7	Oct 29/20	15			July 20/20	1
8	Dec 16/20	6			July 23/20	4
9	Jan 20/21	8			July 28/20	7
10	Feb 4/21	7			July 30/20	1
11					July 31/20	1
12					Aug 3/20	1
13					Aug 4/20	1
14					Aug 13/20	8
15					Aug 20/20	4

16					Aug 25/20	7
17					Sept 11/20	7
18					Sept 13/20	5
19					Sept 20/20	5
20					Sept 24/20	7
21					Sept 27/20	5
22					Oct 6/20	7
23					Oct 16/20	7

Appendix 2. Tk'emlúps te Secwépemc Meeting Attendance and Garden Volunteer Hours

	TteS Food Sov. Advisory		School Advisory		Garden	
Total	Date	Participants	Date	Participants	Date	Participants
1	Jan 15/20	5	Jan 27/21	4	July 20/20	16
2	Aug 20/20	9	Feb 16/21	7	July 21/20	16
3	Sept 24/20	12			July 22/20	16
4	Feb 24/21	8			July 23/20	16
5					July 24/20	16
6					July 27/20	16
7					July 28/20	16
8					July 29/20	16
9					July 30/20	16
10					July 31/20	16
11					Aug 4/20	16
12					Aug 5/20	16
13					Aug 6/20	16
14					Aug 7/20	16
15					Aug 10/20	16

16					Aug 11/20	16
17					Aug 12/20	16
18					Aug 13/20	16
19					Aug 14/20	20
20					Sept 10/20	5
21					Sept 20/20	8
22					Sept 26/20	7
23					Sept 30/20	2
24					Oct 7/20	2

Appendix 3. Community Collaboration

	Curriculum		Video Series		Evaluation	
Total	Date	Participants	Date	Participants	Date	Participants
1	June 4/20	3	April 8/21	7	Dec 19/19	2
2	June 10/20	2	April 29/21	4	Jan 24/20	2
3	July 7/20	2	May 3/21	5	May 28/20	4
4	July 10/20	4			June 19/20	2
5	Aug 19/20	5			July 27/20	2
6	Sept 9/20	2			Aug 26/20	2
7	Sept 16/20	2			Dec 2/20	2
8	Feb 11/21	3			Feb 1/21	5
9					Mar 10/21	2
10					Mar 24/21	3
11					April 19/21	2
12					May 5, 21	2

Appendix 4. QHS Food Plan (See attached PDF document)