

Strategic Plan 2022-2027

Engage, Ignite, Empower - Year-End Update

2024-2025 Action Plan Commitments



Goal: All students will realize their full potential.

Commitment	Year End Status
<ul style="list-style-type: none"> Engage early teacher adopters during the implementation of the K-3 Literacy strategy. 	<p>1. District Learning Opportunities:</p> <p>All K-3 teachers were provided with access to UFLI (University of Florida Literacy Institute) training, time to collaborate with Literacy Lead Teachers, and co-teaching UFLI lessons with Literacy Lead teachers. We offered opportunities to pilot LINKS program for grades 4-5 and SRSD Writing (Self-Regulated Strategy Development). All K-6 teachers were trained in how to administer the Acadience Assessment. All administrators in K-6 schools were also trained in Acadience and participated in the Acadience Data training sessions as well.</p> <ul style="list-style-type: none"> K-3 teachers were provided with a gradual release to the Acadience Assessment with the provision of 2 coverage days. Grade 4-6 teachers' Acadience assessments were completed by the district team and literacy school supports. Gradual release will be provided to them next school year. Teacher Focus Group has created a K-6 Literacy Framework and are currently completing the Grade 4-6. A plan to work on the Grade 7-9 Framework will begin in the next school year. The Literacy Team has created a comprehensive Literacy Plan for K-6 to be posted to our website. <p>2. Enhanced Supports:</p> <ul style="list-style-type: none"> Provided literacy helping teachers and administrators with grouping students and developing a support plan. All K-6 teachers were provided with an iPad to monitor student progress and complete reading assessments. Supported the training of 5 more educators in Empower. We will be providing teachers with in-service to support in progress monitoring, following the MTSS (Multi-Tiered System of Support) model. <p>3. School-based Supports:</p> <ul style="list-style-type: none"> Assessed all Grade 4-6 students in the district 3 times (currently completing second session). Supported in the Grade 7-8 pilot of Acadience at Skeena Middle School.

<ul style="list-style-type: none"> ▪ Engage early teacher adopters during the implementation of the K-3 Literacy strategy. 	<p>3. School-based Supports: <i>(cont'd)</i></p> <ul style="list-style-type: none"> ▪ Provided administrators with in-service on MTSS (Multi-Tiered System of Supports) and shifting the culture of change. Provided principals with training on Acadience Data Analysis including the purchase of books Culture Code and Untangling Data-Based Decisions. The Director of Inclusive Education and the District Principal of Curriculum Support will be providing administrators with additional training in August on MTSS. They will be working out of the resource MTSS for Reading Improvement and setting school goals that align with supporting all learners in literacy. ▪ Created a year-long calendar with the in-service, leadership series, and teacher focus group dates to help better plan for our year. We will continue to support our teachers and administrators with literacy initiatives. A key target for next year is the implementation of SRSD writing, piloting Know Your Code in grades 3-4 and Know Your Words in Grade 5 and 6. ▪ Supporting staff on creating intervention groups according to Acadience evidence. ▪ Training ISW to support teachers with enhancement.
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<ul style="list-style-type: none"> Implement enhanced district services that support the achievement of Indigenous learners. 	<p>1. Enhanced Connections and Reporting:</p> <ul style="list-style-type: none"> Enhanced approaches to Indigenous learners' support by ensuring all learners have connection with Indigenous Education Support Workers (IESWs) and Indigenous Education Graduation Advisors (IEGAs). Enhanced supports to academics, goal setting, removing barriers and reporting of services for Indigenous learner success. New school year orientation, coaching, mentoring and in-service sessions provided to IESW. The IESW capacity building sessions included learning to utilize reporting tools, how to report service to track what service support is provided to Indigenous learners, and literacy tools supporting learners. Ongoing mentoring supported IESWs in leading weekly cooking groups, land-based learning experiences, and the creation of student service logs. Graduation photoshoots were extended to all district communities, supporting visibility, pride, and belonging among Indigenous graduates. <p>2. Strategic Support and Mentorship:</p> <ul style="list-style-type: none"> September-March: District Vice Principal provided on-site and virtual support, mentorship, and ongoing learning to IESWs across all schools in the district. This included guidance on implementing tools and focused approaches tailored to Indigenous learners to support goal setting, personal and cultural growth and increasing academic success. Developed and communicated plans with district staff to improve and prioritize service delivery, including communicating updates to school administration regarding processes supporting the work of the IESW in the schools for Indigenous learner success. IESWs received a comprehensive overview about how to track student information including attendance patterns and parental interactions using EdPlan Insight. Supported the launch of Caledonia's Girls Group, a trauma-informed safe space promoting mental wellness, identity, and peer connection. Cross-school transition programs such as Grade 9 drum group integration strengthened continuity for students moving to secondary. <p>3. Data-Driven Approaches and Goal Setting:</p> <ul style="list-style-type: none"> Developed additional support offerings of the new EdPlan Insight - Indigenous Services Module as a tool for Indigenous Education (IED), district and school staff, to identify which Indigenous learners to prioritize utilizing a Response to Intervention (RTI) approach in their case management. Using data from EdPlan Insight to track learner connections and levels of service, and to refine approaches to support Indigenous learners effectively. The district engaged in the practice of reviewing and adjusting services mid-year based on EdPlan Insight data, using this information to refine learner support strategies and ensure Indigenous students received timely, targeted interventions.
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<ul style="list-style-type: none"> Implement and support the use of an electronic dashboard to guide evidence-based decision making. 	<ol style="list-style-type: none"> Implementation: <ul style="list-style-type: none"> Continued collaboration with our IT department and vendor to ensure the successful implementation of the Data Dashboard, “EdPlan Insight”. Feedback from school-based leadership teams has been positive. Discussed with school-based administrators the importance of utilizing the information in the data dashboards to set goals, collaborate with staff, identify successes and determine next steps using an instructional leadership lens. Providing ongoing support to school leadership teams with the implementation and regular use of the dashboard. Further work on the data dashboard for assessment data entry for the diagnostic (Fall) and Final (Spring) District Assessments. Implementation of a step-by-step guide to assist school-based administrators with inputting student results. The K-3 Literacy Initiative has involved the use of Acadience Literacy assessment. This dashboard was launched. School principals play a vital role in leading data-informed decision-making within their schools. To effectively support them in navigating the growing number of reports, data sets, and sources of evidence related to school achievement and attendance, it is essential to provide targeted, practical, and ongoing professional learning. Navigating Reports: <ul style="list-style-type: none"> Developed, shared and implemented with school-based administrators a step-by-step guide on Leadership Reports within EdPlan Insights, including how to identify learners who would benefit from interventions. School-based administrators trained in the generation and use of reports within the Acadience Dashboard to support K-3 Literacy. Once principals are equipped to interpret the data, they need support in sharing and using it collaboratively with their staff teams. This involves creating opportunities for structured dialogue with teachers—such as data inquiry sessions, staff meetings, or professional learning communities—where data is used to reflect on instructional practices and identify areas for growth. Preparing for the Year Ahead: <ul style="list-style-type: none"> Ongoing meetings and training with EdPlan Insight to ensure that the data uploads are on track to support the use of the dashboard for the current year. Looking ahead, we are committed to sustaining this support with a comprehensive plan that includes refresher sessions throughout the year, updates on new features, and a collaborative user community where Principals and Vice-Principals can share strategies and solutions. We will also gather feedback on the system’s effectiveness and adjust our training approach accordingly to ensure the tool continues to meet the evolving needs of school leaders.
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<ul style="list-style-type: none"> Engage in a robust teacher recruitment and retention strategy to secure a full complement of outstanding educators for anticipated 2024-25 teaching vacancies. 	<p>1. Recruitment & Retention Strategies:</p> <p>A variety of strategies were used to recruit and retain new teachers in Coast Mountains School District including:</p> <ul style="list-style-type: none"> Northern Bursary (MECC) – Offered to B.Ed. practicum students to assist in their placements. Increased B.Ed. student teacher practicum placements in district including students from: UBC; UNBC; UVic; NITEP (Indigenous Teacher Education Program via UBC); students have been placed in schools in Terrace; Kitimat; and Hazelton. The local cohort of Bachelor of Education graduates from the University of Northern British Columbia were welcomed to a ‘Meet and Greet’. This session was very well attended - Graduates spent time with senior leaders and were afforded the opportunity to learn about employment opportunities within Coast Mountains School District. Advertising campaign with B. Ed programs nation wide. Focused advertising via social media and customized landing pages created in partnership with Make a Future. Participation in multiple recruitment fairs, both virtual and in person. Direct email, telephone and Zoom communications with B Ed students expressing interest in the district. New Teacher Orientation – Revised to suit the needs of incoming teachers. New Teacher Mentorship Program is offered to all new teachers. Currently, there are 5 designated Coaches; multiple teachers participate in this program to share their expertise with new teachers. Our strong school district mentorship program is essential for supporting the success, well-being, and professional growth of new teachers and staff working on a letter of permission (LOP). Beginning a teaching career can be both exciting and challenging, and without proper support, new educators may feel overwhelmed or isolated. Having a structured mentorship program in place helps bridge the gap between teacher preparation and classroom practice by connecting new staff with experienced mentors who provide guidance, encouragement, and practical strategies. For staff working on a letter of permission, who may not have completed a full teacher education program, this support is even more critical in helping them build confidence and develop foundational skills for effective teaching. Our Mentors/Coaches also help new staff navigate the unique policies, procedures, and culture of their school and district. For LOP staff, mentorship often includes support with long-term professional planning, including steps toward certification and continued learning. In turn, a well-supported new teacher is more likely to thrive, feel connected, and remain in the profession. Ultimately, a district mentorship program helps to ensure consistency, quality, and equity in teaching and learning, benefiting not only the educators themselves but also the students they serve.
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<ul style="list-style-type: none"> ▪ Enhance school district communications through innovative practices. 	<p>1. Innovative Practices:</p> <ul style="list-style-type: none"> ▪ Website enhancements were implemented during the school year that provided real-time updates related to bussing delays and cancellations. ▪ The <i>MyBusStop</i> Application - a GPS tracking service that shares with subscribers the bus location, route stops, schedules, progress and delays - is now operational. Feedback from the District Parent Advisory Council (DPAC) has been positive. ▪ The district entered into an agreement with School Messenger, a Pearson product, for a communications solution that allows for a variety of options, including SMS. School Messenger training was completed in December 2024. ▪ Social media posts are shared on a regular basis. ▪ School Messenger has been implemented across the district allowing the district to send mass messages to parents and caregivers via email, SMS and phone calls. ▪ All schools have the ability to use School Messenger attendance notification system, with 4 schools currently using it. ▪ Additional Training was provided for School Messenger on the last ProD as well training material has been made available on the district SharePoint. ▪ The Superintendent of Schools report has been revised to highlight tangible and practical district news items that showcase the Strategic Action Plan in action. ▪ The format of the Indigenous Education Report has been revised to highlight learning events and track Role Model Project data. ▪ The school district is beginning to explore the potential of artificial intelligence (A.I., to better understand its impact on education. As part of this learning journey, we are engaging in professional learning and discussions around the ethical use of A.I., its impact on teaching and learning, and how it can support student success. This is an evolving area, and the district is committed to staying informed and intentional in its approach.
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Goal: We will honour and respect culture, diversity & inclusion.

Commitment	Year End Status
<ul style="list-style-type: none"> In cooperation with Indigenous partners, deliver ongoing learning opportunities for all school district employees that support professional capacity to incorporate culturally respectful and responsive practices. 	<p>1. District Learning Opportunities:</p> <ul style="list-style-type: none"> Organized and delivered Non-Instructional Day (NID) program and presentation, including keynote speakers for history, social-emotional considerations, local aspects of legislation and policy by BC and Canada. Learning sessions focused on discussion for all CMSD staff, enhancing their understanding of the need to implement culturally respectful and responsive practices. Learning supports to Terrace schools by Indigenous Role Models, Indigenous Education (IETM) Teacher Mentor and District Vice Principal (DVP). Hosted the Local Education Agreement (LEA) Forum for Principals and Vice-Principals in May, co-developed with the Inter-Tribal Education Committee (ITEC), the Coast Mountains Administrators Association (CMAA), and district staff to deepen understanding of Indigenous partnerships and educational responsibilities. Moose Hide Campaign and MMIWG-focused activities in schools provided additional opportunities for learning about gender-based violence and reconciliation through art, dialogue, and ceremony. <p>2. Enhanced Role Model Program:</p> <ul style="list-style-type: none"> Provided a refined process to access the Role Model program to ensure greater engagement with elders and knowledge holders in schools. A Role Model form has been redrafted and a spreadsheet to manage the process from request, to approval, Role Model attendance to school, school's feedback and finally to payment. The process requires less steps from school request to payment of Role Model. Over 30 Role Model and Elder-led sessions occurred, including trapping and sustainable harvesting, medicinal plant workshops, and drum-making across the district. Enhanced collaboration with community organizations to offer nation-to-nation gatherings, treaty simulations, and Indigenous women's leadership panels. <p>3. Reporting tool – EdPlan Insight:</p> <ul style="list-style-type: none"> Principals in Vice-Principals were presented with tools, sessions and material to support the IESW work at the school. The work included making a connection, coaching, planning and goal setting for learner success and understanding core-competencies, and the learning process. The work also included how to login on EdPlan Insight and printing a report of the Indigenous service log for the school. IESWs began using EdPlan Insight to track outreach during cultural events, like Seasonal Rounds, Red Dress Day and drum ceremonies.

<ul style="list-style-type: none"> Engage school and community champions in implementing an Anti-Racism campaign, including a learner-led Action Grant initiative. 	<p>1. Campaign Implementation:</p> <ul style="list-style-type: none"> Senior Leadership Team collaborating with Surrey School District. Anti-Racism campaign work scheduled through multiple in person Student Voice working sessions with each of our middle and senior secondary schools. Specific questions and discussion for student voice participants will focus on racism and discrimination related to lived experiences. Input solicited as to how schools can deal with systemic racism. Action Grants are available to schools again in 2024-2025. Continue to share anti-racism materials and resources with all schools – some schools hosted presentations in 2024 – ongoing efforts to host additional anti-racism presentations in schools. Student voice sessions provided valuable opportunities for students to share their perspectives and experiences related to equity and inclusion. By engaging students directly, we gained meaningful insight into how racism affects their day-to-day lives. These conversations will help to shape more responsive and inclusive practices.
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<ul style="list-style-type: none"> Collaborate with school communities and local First Nations to deliver enhanced experiential learning opportunities incorporating Indigenous worldview and knowledge systems. 	<p>1. Enhanced Seasonal Round Learning:</p> <ul style="list-style-type: none"> Indigenous Education Department (IED) staff invited local First Nations and Indigenous peoples to a Role Models gathering to update the list of Indigenous Role Models, their availability and their focus areas. IESW supported classes with accessing eulachan, cedar, salmon, moose and other game hunted from land and how to process their resource and their cultural use. Teachers request support for enhancement of lessons from the Indigenous Education Teacher Mentor, including Indigenous worldview and knowledge systems. A schedule for the Terrace/Thornhill Elementary Schools was established for the temporary Language and Culture Teacher who began working after March Break. Students engaged in plant identification walks and learned respectful harvesting practices, with guidance from Elders and Métis knowledge keepers. Local knowledge holders led ceremonies for drumming, fire-making, and fish preservation as part of spring curriculum connections. <p>2. Land-Based Learning Programs:</p> <ul style="list-style-type: none"> Support schools and communities with developing an on-the-land learning program. This includes collaborating with local land rightsholders to help guide the development of Land-Based Learning Programs. Students across multiple sites participated in ceremonial activities, like Sacred Fires and Salmon Releases, to foster cultural belonging and healing. <p>3. District and community engagement:</p> <ul style="list-style-type: none"> The IED supported collaboration and planning with language immersion, involving fluent speakers and school staff. <ul style="list-style-type: none"> The Gitxsan Language Immersion program approved by the Board was launched in September 2024. The Gitxsanimx Curriculum Grade K-7 Resource (by Dr. Jane Smith) was shared and is being used in the immersion program. Encouraged schools to access local knowledge holders of the land within seasonal access. Coordinated district-wide participation in National Indigenous Peoples Day events, with cultural workshops, guest speakers, and intergenerational learning opportunities. Collaborative murals, art installations, and filmmaking projects showcased student identities and built long-term partnerships between schools and Indigenous artists.
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Goal: We will facilitate well-being across the district.

Commitment	Year End Status
<ul style="list-style-type: none"> Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative. 	<p>1. Mental Health & Wellness Action Plan:</p> <ul style="list-style-type: none"> The Mental Health Working Group developed a K-12 MH Action Plan with BC Children's Hospital. Information and data was gathered from students, staff, parents and the community. The plan is completed and is now ready to forward to The Education Committee and then to the Board Meeting for Information. The plan has now been approved and shared at a P/VP forum and then shared at schools. The plan is posted to the CMSD website We continue to meet with BC Children's Hospital Practice Support Coaching regarding Health and Promotion and schools on a bi-monthly basis. We recently met as a team to review all the Adultescent Health Survey results to determine if our priorities are still on track and develop the objectives for year 2. The following priorities were identified: <ul style="list-style-type: none"> Digital Safety: Support the district's understanding of digital safety and how this relates to other health areas. For example, improved digital safety will also support other related health topics as it is connected to things like bullying, sleep habits, and sexual health. A comprehensive list of digital resources has been collated and shared with BC Children's Hospital for review. This is being reviewed by BC Children's Hospital, SST and other SD to see if we can create a provincial resource for all. Mental Health Literacy: Increasing the district's awareness of mental health literacy and its meaning, including reducing stigma, understanding mental health disorders, awareness of help-seeking behaviors, understanding stress, and developing coping mechanisms. The staff interested in this initiative are waiting to hear about the train the trainer coaching and we hope this will occur early fall. Building Relationships with Students, Staff and Community: Focuses on developing trusting relationships through clear communications, deeper connections, and the sharing of resources to support youth. ICYT is building comprehensive booklets with all the local resources that will be shared with youth and school to enable a clear picture of all the services available in each region. Hazelton has completed their inventory, and a resource booklet was created. The has been an increased emphasis on share monthly successes in the superintendent report, so families are aware of all the current programs available in the district. The plan has recently been shared with Principals and Vice Principals as schools will be developing a school based mental health goal based on assessment data and student voice. The district will begin implementation over the next 3 years 2025-2028.

<ul style="list-style-type: none"> Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative. 	<ol style="list-style-type: none"> Mental Health & Wellness Action Plan: (cont'd) <ul style="list-style-type: none"> As part of our district-wide Student Voice initiative, two visits were made to each of our middle schools and high schools to work directly with student groups. These sessions were designed to listen actively to student perspectives, foster open dialogue, and identify areas where students felt supported—or where improvements could be made. The consistency of these two visits ensured a deeper level of trust and continuity, allowing students to feel heard and valued over time. Through these engagements, students shared valuable insights on school culture, mental health pressures, and the kinds of supports they believe would make the most difference. The feedback gathered is now helping to guide school planning and wellness initiatives that are informed directly by the voices of those who are most affected—our youth. Community Scan, Collaboration and Assessment: <ul style="list-style-type: none"> Community MH professionals and the SD school gathered to unpack school and community-based supports and pathways. A Journey Map is being created for youth, as a visual representation of how to access services both locally and provincially. The MH resources available to support youth will be catalogued. Youth will then be able to find the supports through scanning a QR code and accessing the comprehensive list. The poster is in the printers as we speak and should be ready for distribution during the first week of September. This will also link to the document that the ICYT team has created regarding MH resources available for youth. The hope that it will create ease of access to services and reduce barriers. The findings are now being explored with the Provincial Integrated Child and Youth communications and design team. Designs are on the way to develop a bookmark and postcard that can be shared out with all youth Youth Safety & Wellness: <ul style="list-style-type: none"> The Integrated Child & Youth Team has been supporting over 250 students throughout the district and is an integral structure when supporting youth through complex and critical situations. The SD has worked closely with NH to support the Substance Youth Day Clinic and now is very proud to offer a 2-credit course for youth that attend the program. This program will be run through NTEC. The ICYT are almost complete with new program leads both in Terrace and Hazelton. The ICYT is also now looking to hire Indigenous support workers and hopefully the hiring process will be complete for September. The district and community have developed a Stop Human Trafficking Group. Throughout this academic year, they have been educating youth, staff, and community. CMSD is now engaged closely with the Joy Smith Foundation, Justice for Girls, Be amazing, and The Native Court workers association. All organizations present to youth across the district. The district led a cp presented learn about Human Trafficking professional learning session with RCMP, NH and MCFD. It was a huge success with a large turnout, with members sharing they had no idea this was what to look for.
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<ul style="list-style-type: none"> ▪ Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative. 	<ul style="list-style-type: none"> ▪ Several presentations have been made to various community agencies and Rotary to share knowledge and advice on how to move forward to make a difference. <p>Completed an amazing four-day Critical Incident Stress Management Training with Bruce Ramsay Traumatologist for district 40 employees. The district will be continuing this work into next year. New Vice Principals joining CMSD will be provided with Safer School Together training around critical incidents and the growing healthy climate and culture in their school in the fall.</p>
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<ul style="list-style-type: none"> ▪ Grow the professional capacity of school-based teams in Compassionate Systems Leadership. 	<p>1. Compassionate Systems Leadership (CSL) Team Professional Learning:</p> <ul style="list-style-type: none"> ▪ Senior Leadership Team collaborating with Joanne Schroeder in our third year of CSL work ▪ Last year, ten school teams participated in our second year of working with Joanne Schroeder and her CSL Team. ▪ CSL outlines strategies and ways to support student well-being and resiliency; adults must have the tools to support their own well-being. ▪ CSL was identified as a pillar in the Mental Health in Schools Strategy. ▪ Compassionate Systems Leadership will continue to be an area of further learning across the district. Our school-based leaders and District Education Team are committed to a full day of learning in August with Joanne Schroeder. For our school-based leaders who are new to their role, this will be their first opportunity to learn some of the essential practices of C.S.L. and how this can support individuals in their daily work and interactions with others. There will also be opportunities for staff across the school district to learn more about C.S.L. ▪ Compassionate Systems Leadership is an approach that integrates empathy, systems thinking, and shared purpose to create environments where individuals and teams can thrive. In schools, this leadership style is especially powerful because it acknowledges the emotional and relational dimensions of education while also addressing the complex systems within which schools operate. By leading with compassion, school-based leaders foster trust, psychological safety, and stronger connections among staff, students, and families. This not only improves well-being but also enhances collaboration, resilience, and effectiveness across the school community. In a time of increasing demands and challenges, Compassionate Systems Leadership offers a sustainable way to navigate complexity, nurture human potential, and create meaningful change in education.
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<ul style="list-style-type: none"> ▪ In collaboration with community and provincial partners, implement school and district practices that increase students' access to healthy food programming in all schools. 	<p>1. Nutrition Plan Implementation:</p> <ul style="list-style-type: none"> ▪ School Nutrition Standards Implementation: All school food programs now adhere to the School Nutrition Standards, supported by the Visual Guide for shopping and the Food Fundraiser & Nutrition Standards Classroom Quick Guide for educators. ▪ Capacity Building for Food Services: A Pro-D Information Session was held for Casual Employees to encourage interest in the Casual Food Services Assistant list, ensuring a well-supported program. Additionally, Food Service Assistants procedures were developed to streamline onboarding and support for casual staff. ▪ Expanding Student Participation & Nutrition Quality: The Feeding Futures Fund (MOECC) enabled the district to expand student participation with an open access food program while also improving the nutritional value of meals served. ▪ Strengthening Community & Provincial Partnerships: Collaborations with local and provincial partners facilitated the introduction of more locally produced foods from British Columbia into school programs. These partnerships also helped increase opportunities for students to experience authentic cultural foods within their school environment. (e.g., Breakfast Club of Canada, Food Out Front) ▪ National School Food Program: The Government of Canada announced \$1 Billion over five years for the National School Food Program (NFSP). This funding will be used to enhance the Coast Mountains School District Food Programs through additional staffing, new equipment and new appliances. ▪ Engaging Families & Community: A Food Program Newsletter was created to highlight the district's initiatives, celebrate successes, and strengthen connections with families and community partners. ▪ Pilot Food Programs Beginning next year, select schools will pilot either a <i>Pay-What-You-Can</i> meal program or an <i>Opt-In/Opt-Out</i> meal program. <ul style="list-style-type: none"> ▪ Pay-What-You-Can Families will have access to school menus in advance and may select the days on which their students will participate. Families are encouraged to contribute an amount that reflects their financial ability—or choose to receive meals at no cost. ▪ Opt-In/Opt-Out Families will also have access to school menus in advance and may decide whether their students will participate for the month. Families who contribute more than \$100 through this program are eligible to receive a charitable tax receipt. <p>This flexible approach enhances the sustainability of our school food program by enabling Food Service Assistants to prepare meals based on actual participation. It also empowers students to choose their meals, reduces food waste, and helps eliminate stigma—ensuring all students receive the same meals regardless of payment.</p>
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