



**COAST MOUNTAINS BOARD OF EDUCATION
SCHOOL DISTRICT 82**

**BOARD OF EDUCATION
REGULAR MEETING**

**HYBRID MEETING
(IN PERSON AT BOARD OF EDUCATION OFFICE OR
VIRTUAL VIA ZOOM)**

**WEDNESDAY, SEPTEMBER 27, 2023
5:00 P.M.**

MEETING HANDOUT:

Agenda Item #10.2.1 – Education Committee Meeting Minutes, September 20, 2023 Pages 1-38



EDUCATION COMMITTEE MEETING

Wednesday, September 20, 2023 – 4:00 p.m. to 6:00 p.m.
Board Room, Board of Education Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Aaron Callaghan, Superintendent of Schools
- Robert Clifton, Director of Instruction, Indigenous Education
- Trustee Wayne Jones
- Geraldine Lawlor, Director of Instruction, Graduation & Innovation
- Cathy Macintosh Lambright, Executive Member, Coast Mountain Teachers' Federation (CMTF representative)
- Julia Nieckarz, Director of Instruction, Learner Support
- Troy Peters, District Parent Advisory Committee representative (DPAC)
- Trustee Margaret Warcup

Regrets:

- Monica Brady, President, CUPE Local 2052 (CUPE representative)
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Marian Kotowich-Laval, Education Coordinator, Kitsumkalum Nation (First Nations representative)
- Angie Maitland, Director of Education, Haisla Nation (First Nations representative)
- Trustee Julia Sundell

Guests:

- Phillip Barron, District Principal
- Tina McDonald, District Principal
- Shawna Wilson, District Food Program Manager

Recording Secretary:

- Carole Gagnon, Executive Assistant

MEETING MINUTES

Items	Action
The in-person meeting was called to order at 2:03 p.m. chaired by Trustee Karen Jonkman, Education Committee Chairperson.	
1. Acknowledgement of the Territories, Introductions & Welcome	<p>Chairperson Jonkman acknowledged with respect the school district's business being conducted on the traditional unceded territories of the Gitksan, Haisla, Nisga'a and Ts'mysen Peoples. We are honoured to work with their children and privileged to live, learn, work and play on these lands.</p> <p>Chairperson Jonkman extended a warm welcome to all for the first Education Committee Meeting of the school year followed by round-table introductions. Trustee Margaret Warcup (Board Chair and ex-officio) attended the meeting on behalf Trustee Julia Sundell, who was unable to attend the meeting.</p>

**2. Education Committee Mandate & Meetings
Proposed Year At-A-Glance Agenda
2023-2024**

Superintendent Callaghan shared the Education Committee is an advisory Standing Committee of the Board that meets monthly except for March with a meeting duration of typically 1-2 hours. The committee membership is made up of partners, learners, district staff and Trustees, upwards to 30 people gathering together. A large group adds to the dialogue, but at times the group could be considered too large pending the item of discussion. Last year, the Education Committee spent a lot of time to speak to the evidence of learning, the strategic plan, measures and tools, provincial and districts assessments and more.

The committee mandate is to meet with the Superintendent of Schools, the Directors of Instruction, and other appropriate staff to review and recommend to the Board, policies and actions pertaining to: Achievement Accountability, Educational Programs, Student Services, Schools, and other matters referred by the Board. Last year in October, beyond the set agenda, a link was shared with the membership giving them an opportunity to submit agenda items. Only a few agenda items were submitted but nonetheless it was an opportunity for the committee to share feedback.

At the June 2023, the Education Committee had a dialogue around the school year including feedback on how we could shape the 2023-2024 school year as a best use of the Education Committee. The virtual dialogue for 20 plus minutes in small break-out groups provided feedback and the attached tentative agenda for September to June with common themes drafted for the committee's consideration. The proposed meeting schedule includes an opportunity to meet in person and virtually with the in-person meetings being longer meetings. Three meetings will be an upfront communication with the District Education Team (DET) on the real things happening in schools. Meetings regarding action items relating to Board/Authority Approval (BAA) and Student Travel presentation are scheduled in November and June for the Education Committee's consideration and then forwarded to the Board for approval.

Action: The Education Committee agreed to the Year At-A-Glance agenda for 2023-2024 including sharing the monthly web-based agenda input form. Calendar invitations will be extended to the committee membership.

**3. Strategic Plan Draft Work Plan for
2023-2024**

Superintendent Callaghan shared the attached Action Plan Commitments for the 2023-2024 school year which identifies the prioritized initiatives across the three goal areas in support of the Board's Strategic Plan. These initiatives involve all areas of the school district with understandably a lot falling on the Education Department.

Like last year, a few key commitments across the three overarching goal areas have been prioritized for the Year 2 Action Plan, including professional learning focused on evidence-based practices in K-3 Literacy, and enhancements to supports for learners identifying with Indigenous ancestry among others.

Superintendent Callaghan noted the DET first came together as a team with the development of the 2022-2027 Strategic Plan – the team reviewed the goal areas and identified the big buckets of work that will happen over the next couple of years and mapped out the work. He noted the Action Plan Commitments guide District staff's daily work and as a team the action items are reviewed on a regular basis.

Superintendent Callaghan asked DET members including Shawna Wilson, the District Food Program Manager to share a briefing on their area commitments for the Strategic Plan for this year – what the work looks like and the anticipated results in June 2024.

3. Strategic Plan Draft Work Plan for 2023-2024 (cont'd)

The following presentations and dialogue with the Education Committee ensued:

Year 2 Action Plan: *All students will realize their full potential.*

- Tina McDonald, District Principal spoke to the implementation of the K-3 Literacy Plan strategy.
- Robert Clifton, Director of Instruction, Indigenous Education shared the implementation strategy for enhanced district services that will support the achievement of Indigenous learnings.
- Geraldine Lawlor, Director of Instruction, Graduation & Innovation reported on the implementation and support of the use of an electronic dashboard to guide evidence-based decision making.
- Kiran Bath, Director of Human Resources, who couldn't be at the meeting, will be working in collaboration with provincial partners to engage in a robust teacher recruitment strategy to secure a full complement of outstanding educators for anticipated 2024-2025 teaching vacancies.
- Superintendent Callaghan spoke to the school district communications through innovative practices sharing the new CMSD website was launched in June 2023 with more continued work to come including an easy access to up-to-date bussing for families which our IT Manager, Andrew Nutma is working on.

Year 2 Action Plan: *We will honour and respect culture, diversity and inclusion.*

- Director Clifton, on behalf of Beverly Azak, District Vice Principal, Indigenous Education, spoke to the following action item initiatives for this year's goal area:
 - In cooperation with Indigenous partners, delivering ongoing learning opportunities for all school district employees that support professional capacity to incorporate culturally respectful and response practices.
 - Collaboration with school communities and local First Nations to deliver enhanced experiential learning opportunities incorporating Indigenous worldview and knowledge systems.
- Director Barron, District Principal spoke to the engagement of school and community champions in implementing an Anti-Racism campaign including a learner-led Action Grant initiative. He referenced the Student Voice initiative consultations completed last school year with middle/secondary schools and the benefits of listening to and acting on student voice as attached. He further shared the district is meeting with the McCreary Centre Society regarding the Young Ambassadors Program that will work with our students to champion them around an inquiry question as young ambassadors.

Year 2 Action Plan: *We will facilitate well-being across the district.*

Director Nieckarz highlighted pieces of the action plan initiatives for this goal area for this school year noting there is a vast array of pieces connected to this initiative as attached:

- Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative.
- Grow the professional capacity of school-based teams in Compassionate Systems Leadership.
- In collaboration with community and provincial partners, implement school and district practices that increase students' access to healthy food programming all schools. District Food Program Manager, Shawna Wilson provided an update on CMSD's School Nutrition Standards as attached which is big goal area for the school district.

Action: Forward the Strategic Plan Draft Work Plan for 2023-2024 to the September 27, 2023 Regular Board Meeting for the Board's information.

<p>4. 2022-2023 Draft Enhancing Student Learning Report</p>	<p>Superintendent Callaghan referenced the 2022-2023 Draft Enhancing Student Learning report presented to the Education Committee for their information. He shared the framework for enhancing student learning is British Columbia's approach to continuous improvement for public education. The Framework brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.</p> <p>A Ministerial Order requires Boards of Education to publicly report progress on their strategic goals and related student outcome. School districts are required to submit their Enhancing Student Report to the Ministry of Education by September 30, 2023 following Board approval.</p> <p>Superintendent Callaghan shared the draft report is divided into two parts, Section A and Section B. Section A reflects back on key pieces of evidence for the school district on qualitative and quantitative evidence. Section B is moving beyond the data which speaks to some of the successes we have had with the first year of implementation, existing and emerging areas of growth, and strategic engagement with partners – what does that engagement look like?</p> <p>A Carousel Notice & Wonder Exercise for Section A “Reflecting on Learner Evidence” was facilitated by Director Lawlor with the committee members.</p> <p>Superintendent Callaghan engaged the committee in a discussion on Strategic Engagement indicating in order for the school district to have inclusive and ongoing strategic engagement specific to continuous improvement and learner outcomes, what input do partners have to support an effective engagement process? He thanked District Leadership Team for their proposals presented including the LNG funding received around the new Northwest Community Student Fund donation of \$250,000 and their support of our work for Indigenous Education for spaces, and a major contributor to in-servicing that we are planning for the school year, purchasing resources, etc.</p> <p>Superintendent Callaghan provided the committee with an opportunity to ask questions regarding the report and for members to share their feedback.</p> <p>Action:</p> <ul style="list-style-type: none"> • The Education Committee agreed to receive a Microsoft form emailed from Superintendent Callaghan to them to gather feedback on Strategic Engagement in Coast Mountains. • A recommendation was provided by the Education Committee to forward the 2022-2023 Draft Enhancing Student Learning Report to the Board for approval at its September 27, 2023 Regular Board Meeting.
<p>5. Next Meeting & Adjournment</p>	<p>The next Education Committee Meeting will be held virtually on Wednesday, October 11, 2023 from 4:00 p.m. to 5:30 p.m. via Zoom.</p> <p>The meeting was adjourned at 5:35 p.m.</p>

Education Committee Meeting

Wednesday September 20, 2023



Agenda

2:00 – Welcome

2:15 – Committee Mandate & Proposed Meeting Schedule

2:30 – Strategic Plan Work Plan for 2023-24

3:45 – Break

4:00 – Enhancing Student Learning Report Part 1 - Carousel

4:45 – Light Dinner Served

5:15 - Enhancing Student Learning Report Part 2 – Feedback

5:30 – Wrap Up

Year At-A-Glance

Date	Time	Location	Tentative Agenda Items
Wednesday September 20	2:00 - 5:30	In Person	Strategic Plan Update including Indicators of Growth & Action Plans for 23-24; DRAFT Enhancing Student Learning Report Discussion (Dinner provided)
Wednesday October 11	4:00 - 5:30	Virtual	Education Team Member Updates & Question Period (Updates fully shared in writing in advance of the meeting with opportunity for verbal elaborations)
Wednesday November 8	4:00 - 5:30	Virtual	Board/ Authority Approved (BAA) & Student Travel Presentations
Wednesday December 6	4:00 - 5:30	Virtual	Education Team Member Updates & Question Period (Updates fully shared in writing in advance of the meeting with opportunity for verbal elaborations)
Wednesday January 17	4:00 - 5:30	Virtual	Special Topic (Presentation & discussion with topic to be determined in advance – we will seek input from committee membership)
Wednesday February 7	4:00 - 5:30	Virtual	Board/ Authority Approved (BAA) & Student Travel Presentations
Wednesday April 10	2:00 - 5:30	In Person	How Are We Doing? Report (Dinner provided)
Wednesday May 8	4:00 - 5:30	Virtual	Special Topic (Presentation & discussion with topic to be determined in advance – we will seek input from committee membership)
Wednesday June 5	4:00 - 5:30	Virtual	Education Team Member Updates & Question Period (Updates fully shared in writing in advance of the meeting with opportunity for verbal elaborations)



Action Plan Commitments for 2023-24

All students will realize their full potential.

- Engage early teacher adopters during the implementation of the K-3 Literacy strategy.
 - Implement enhanced district services that support the achievement of Indigenous learners.
 - Implement and support the use of an electronic dashboard to guide evidence-based decision making.
 - In collaboration with provincial partners, engage in a robust teacher recruitment strategy to secure a full complement of outstanding educators for anticipated 2024-25 teaching vacancies.
 - Enhance school district communications through innovative practices.
-

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



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3 Year Plan Literacy Plan

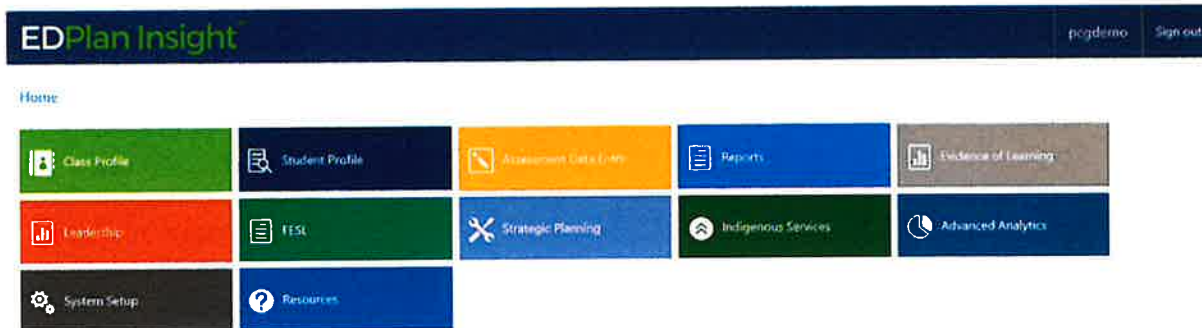
- In-service training for all K-3 teacher in UFLI
- In-service training for Acadience for all LRT in the fall and teachers in the spring
- Support for educators in bridging the learning gaps with tiered interventions



3 Tiers of Support

EDPlan Insight™ – Main Home Page

Provides a gateway to the different reports and dashboards available to teachers:



ENGAGE, IGNITE, EMPOWER

EDPlan Insight™ – Class Profile

Provides class at a glance data for all students assigned to a teacher:

EDPlan Insight prcjd

Home **Class Results**

School: Teacher: Class:
 Grade: Reporting Period: School Year:
 Assessment: Display:

1 of 1

Class Results

School: Newell Elementary School Teacher: Drew Turber:286 School Year: 2017-2018

Student	Grade	Assessing Periods														Assessment										Other									
		T1				T2				OLP						SWW				PM		SNAP				Abs	Late	Discg	ELL	INDG					
		LA	FR	MA	SS	SC	PE	LA	FR	MA	SS	SC	PE	AK	HPW	PA	CAP	DIAG-UECA	DIAG-FCRM	DIAG-ITL	DIAG-COMV	DIAG-DA	FIN-OA	I	T1						Fail-NS	Fail-Op	Spr-NS	Spr-Op	
Beckett Thomas E	05														MC	AP	MC	MC	2.5	2	2	2	2.5	2	AE	AE	2	2	2	2	3 days				
Benson Dons M	05														MC	AP	MC	MC	2	2	2	2	2	2	DV	AE	2	2	2	2	3 days	1			
Daniel Mary H	05														MC	AP	MC	MC	2	2	2	2	2	2	AE	AE	2	2	2	2	4 days				
Durnam Walter D	05														MC	AP	MC	MC	2	2	2	2	2	2	INSTR	AE	2	2	2	2	14 days				
Gose Henry C	05														MC	AP	MC	MC	2.5	2.5	2	2	2.5	2	INSTR	AE	2	2	2	2	14 days				
Green Mario S	05														MC	AP	MC	MC	2	2	2	2	2	2	AE	AE	2	2	2	2	42 days	11			
Hurt James T	05														MC	AP	MC	MC	2	2	2	2	2	2	INSTR	AE	2	2	2	2	5 days	25			
Nesby Andy D	05														MC	AP	MC	MC	2	2	2	2	2	2	DV	AE	2	2	2	2	4 days				
Frank, Jose J	05														MC	AP	MC	MC	2	2	2	2	2	2	DV	AE	2	2	2	2	18 days	25			
Stevenson Sabrina H	05														MC	AP	MC	MC	2	2	2	2	2	2	DV	AE	2	2	2	2	2.5 days	3			
Stewart Cecile B	05														MC	AP	MC	MC	2	2	2	2	2	2	INSTR	AE	2	2	2	2	12.5 days	1			
Tinker Jose G	05														MC	AP	MC	MC	2	2	2	2	2	2	AE	AE	2	2	2	2	2				
Wester Dallas C	05														MC	AP	MC	MC	2.5	2	2	2	2	2	INSTR	AE	2	2	2	2	25 days	2	6		
Brown Barbara J	06														MC	AP	MC	MC	2	2	2	2	2	2	AE	AE	2	2	2	2	4				

EDPlan Insight™ – Local Assessment Data Entry

Portal for local assessment data. We can quickly build local assessments into the system:

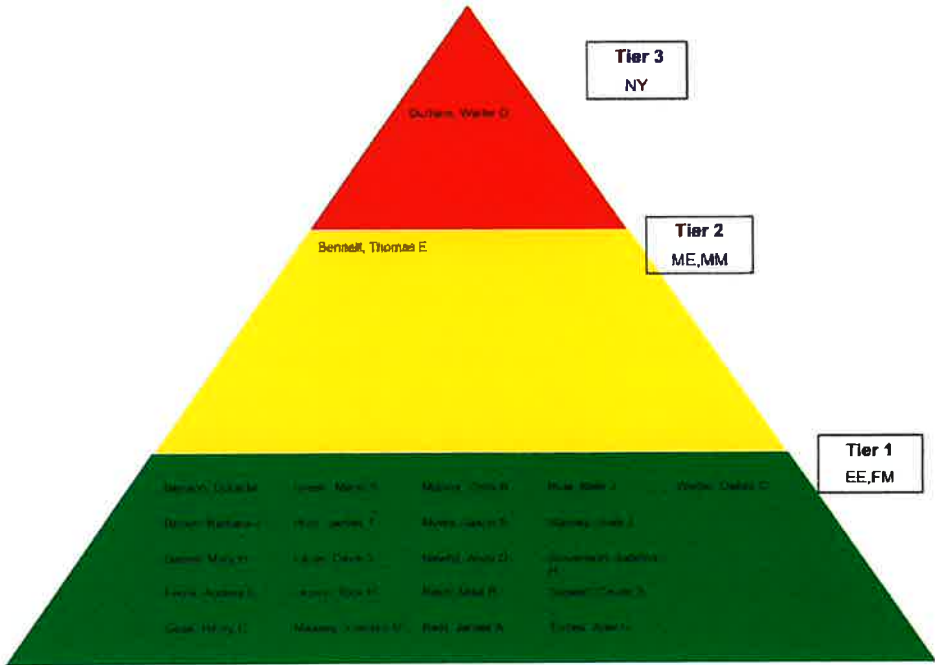
The screenshot displays the EDPlan Insight™ Assessment Data Entry interface. At the top, there is a navigation bar with the logo and a breadcrumb trail: Home > Assessment Data Entry. Below this, a filter bar allows users to select various criteria: School (Newell Elementary School), Teacher (Drew Turberville), Year (ATT-AM-2010), Grade (All), Assessment (PM Benchmarks_SD23), and Sub-Assessment (Initial). The main content area features a table with the following columns: Student, Grade, M/F, PM Level 1.30, Accuracy 1.100, Comprehension 1.3, and Fluency (Intermediate) 1.3. The table lists 18 students with their respective scores and performance levels (e.g., 26, 98, 2, 3).

Student	Grade	M/F	PM Level 1.30	Accuracy 1.100	Comprehension 1.3	Fluency (Intermediate) 1.3
Bennett, Thomas E	Grade 05	M	26	98	2	3
Benson, Doris M	Grade 05	F	26	98	2	3
Daniel, Mary H	Grade 05	F	25	98	2	3
Durham, Walter D	Grade 05	F	26	98	2	3
Goss, Henry C	Grade 05	M	26	98	2	3
Green, Mario S	Grade 05	M	26	98	2	3
Hunt, James T	Grade 05	F	26	98	2	3
Newby, Andy D	Grade 05	F	26	98	2	3
Stanley, Jose J	Grade 05	F	26	97	2	3
Stevenson, Sabrina H	Grade 05	F	26	98	2	2
Stewart, Cecile S	Grade 05	M	26	98	2	3
Torres, Jose G	Grade 05	F	26	98	2	2
Welter, Dallas C	Grade 05	M	27	98	2	1
Brown, Barbara J	Grade 06	M	27	98	2	2
Ferrill, Andrea E	Grade 06	M	27	98	2	3
Lauer, Dave S	Grade 06	F	27	98	2	3

EDPLan Insight™ — RTI Class Report

RTI Class

School: Newell Elementary School Teacher: Drew Turberville Grade: Grade 05, Grade 06
 School Year: 2017-2018 Class: ATT-AM-2010 Assessment: School Wide Write
 Sub-Assessment: Final Write - Meaning



Guiding Evidence-Based Decision Making



ASSESSMENT DATA CAN GIVE US FOCUSED INFORMATION ON HOW TO REACH EVERY LEARNER.



WE WILL BE WORKING TO DEVELOP A COMMON LANGUAGE FOR SHARING LEARNER PROGRESS AND HOW TO USE ONGOING ASSESSMENT AND DATA TO INFORM INSTRUCTION.



WE WILL WORK TO SET GOALS, IDENTIFY LEARNER STRENGTHS AND STRETCHES, AND IMPLEMENT IMPACTFUL, CULTURALLY RELEVANT INTERVENTIONS.



PERSONALIZING DATA INCREASES STUDENT ENGAGEMENT AND HAS A POSITIVE IMPACT ON SCHOOL CULTURE. BY FOCUSING ON CONNECTING ALL THE DOTS BETWEEN LEARNERS AND DATA, WE CAN ACCOMPLISH THE GOAL OF HELPING ALL STUDENTS REALIZE THEIR FULL POTENTIAL.

We will honour and respect culture, diversity & inclusion.

- 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.
 - Engage school and community champions in implementing an Anti-Racism campaign, including a learner-led Action Grant initiative
 - Collaborate with school communities and local First Nations to deliver enhanced experiential learning opportunities incorporating Indigenous worldview and knowledge systems.
-

We will facilitate well-being across the district.

- Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative.
- Grow the professional capacity of school-based teams in Compassionate Systems Leadership.
- In collaboration with community and provincial partners, implement school and district practices that increase students' access to healthy food programming in all schools.

Mental Health and Wellness



Integrated
Child & Youth
Teams



openparachute



- **Mentorship and ongoing support for:**

- 33 Teachers new to Coast Mountains, the majority of whom are in their first year of Teaching and in new assignments
- 10 people working on a Letter of Permission (L.O.P.) – these are individuals who are not certified teachers (significant reduction in the number of LOP's from last year)
- Range of responsibilities for new teachers and L.O.P.'s across the district is all the way from Kindergarten to Grade 12, across nearly all subject areas
- 3 new Principals and Vice-Principals this year as well as 11 Principals/Vice-Principals who have either moved to another school or changed roles
- 26 Administrators across the district in the communities of Terrace, Thornhill, Kitimat, Hazelton and Bear Valley





One of our goals in our Strategic Plan states that...

We facilitate well-being across Coast Mountains School District 82.

And one of our Action items states...

Grow the professional capacity of school-based teams in Compassionate Systems Leadership.

Compassionate Systems Leadership supports student and staff well-being and resiliency, adults need to have the tools and practices to support their own well-being.

Compassionate Systems Leadership is a paradigm of Leadership based on kindness and compassion.

Our work began last year with a series of sessions both virtual and in-person, providing this support and training to all of our Principals and Vice-Principals and District Team members. *We partnered with Joanne Schroeder with the Compassionate Systems Leadership Network.*

This year, schools are invited to set up teams to expand upon their knowledge and bring the focus to both a school and classroom level – we are looking forward to another meaningful year of CSL work together.

We are also working with organizations throughout the province such as the McCreary Institute schools to provide mental health grants and support for our students.



STUDENT

VOICE

The benefits of listening to and acting on student voice include:

1-) Increasing student engagement in learning

2-) Encouraging collaboration between students and their teachers

3-) Creating and maintaining a positive environment and culture



School Nutrition Standards

Coast Mountains School District

August 29, 2023



ACKNOWLEDGEMENTS

We are committed to nourishing our relationships and to continue learning from Indigenous communities that we walk alongside. We acknowledge the unceded lands of the Gitxan, Haisla, Nisga'a and Ts'msyen peoples and the unique cultures from many diverse nations who live in relation to these Lands, Places and Peoples.

This resource would not be possible without the support and collaboration from

Shawna Wilson,
District Food Program Manager
Coast Mountains School District

Emilia Moulechkova, RD, MPH Population
Health Dietitian Regional Lead,
School-Age Nutrition
Northern Health

Jane Arbuckle, Principal
Coast Mountains School District

Sonja Donan, Vice Principal
Coast Mountains School District

Pamela Kawinsky, Principal
Coast Mountains School District

Aaron Callaghan, Superintendent
Coast Mountains School District

Lynda Lang, Manager of Finance
Coast Mountains School District

Beverly Azak, District Vice Principal –
Indigenous Education
Coast Mountains School District

Robert Clifton, Director of Instruction –
Indigenous Education
Coast Mountains School District

Ginger Fuller, CPA, CMA
Secretary Treasurer
Coast Mountains School District

This resource supports schools and school food providers in Coast Mountains School District with creating a healthy food environment. It is intended for school staff making decisions on foods offered in the school setting. It does not apply to foods brought from home as a part of a student's lunch, food and beverages prepared by students as a part of a class project or culturally important foods.

On average, students consume about 1/3 of their daily intake of food at school. Schools are uniquely positioned to support students by exposing them to food they may not experience elsewhere. Research shows us that school food programs can:

- *Provide students with nutrients for growth and development*
- *Improve school performance, learning ability, attention span and behaviors*
- *Provide energy for daily activity and learning*
- *Support better physical and mental health outcomes*
- *Set the foundation for life-long healthy eating habits and attitudes*
- *Increases acceptance and enjoyment of nutritious foods*
- *Provide students with sense of connection, belonging and care*

Division of Responsibility

Healthy school food environment includes not only the foods that are offered, but also the physical environment and overall approach to feeding. Schools and school staff are encouraged to apply the Division of Responsibility of Feeding, which outlines the different roles of adults and kids at mealtime:

Caregiver decides	
<ul style="list-style-type: none"> • What foods are offered from home 	
School decides	Student decides
<ul style="list-style-type: none"> • What food is offered in school food programs, school events and school spaces • When food is offered (e.g. recess, lunchtime) • Where food is offered 	<ul style="list-style-type: none"> • How much and whether to eat from food that are offered • What order in which they will eat their food

In the school context, the school’s role is to:

- Provide consistent mealtime and access to nourishing food options.
- Ensure student having enough time to eat. Aim for at least 20 minutes of seated time, so that all types of eaters have time to enjoy their meal.
- Ensure students have a pleasant and safe eating space.
- Avoid pressuring students to eat certain food or amounts of foods. e.g. avoid comments such as “clean your plate” or “take one bite”
- Respect food choices parents or caregiver pack from home.

For more info:

- [Nurturing healthy eaters in the classroom](#) (Vancouver Coastal Health) [Coaching Kids to Become Good Eaters](#) (Northern Health Authority)

Rewards, Fundraisers & Celebrations

"Using food as a reward can have some effect on the eating habits of young people. Often it is unhealthy foods such as candy, cookies or chips that are used as rewards. Help young people to build healthy eating habits by using non-food rewards" ~ Healthier Rewards (Vancouver Coastal Health)

Fundraisers:

- School sanctioned events where the sale of food is taking place, 70% of food must be from the *Offer Frequently* and 30% from the *If Offering, serve infrequently and in smaller portions* category.
- PAC's and school groups that are fundraising outside of school sanctioned events may include the sale of food items from the *If Offering, serve infrequently and in smaller portions & Avoid* category.

Celebrations or Special Events:

- 70% of food offered must be from the *Offer Frequently* category and 30% from the *If Offering, serve infrequently and in smaller portions* category.

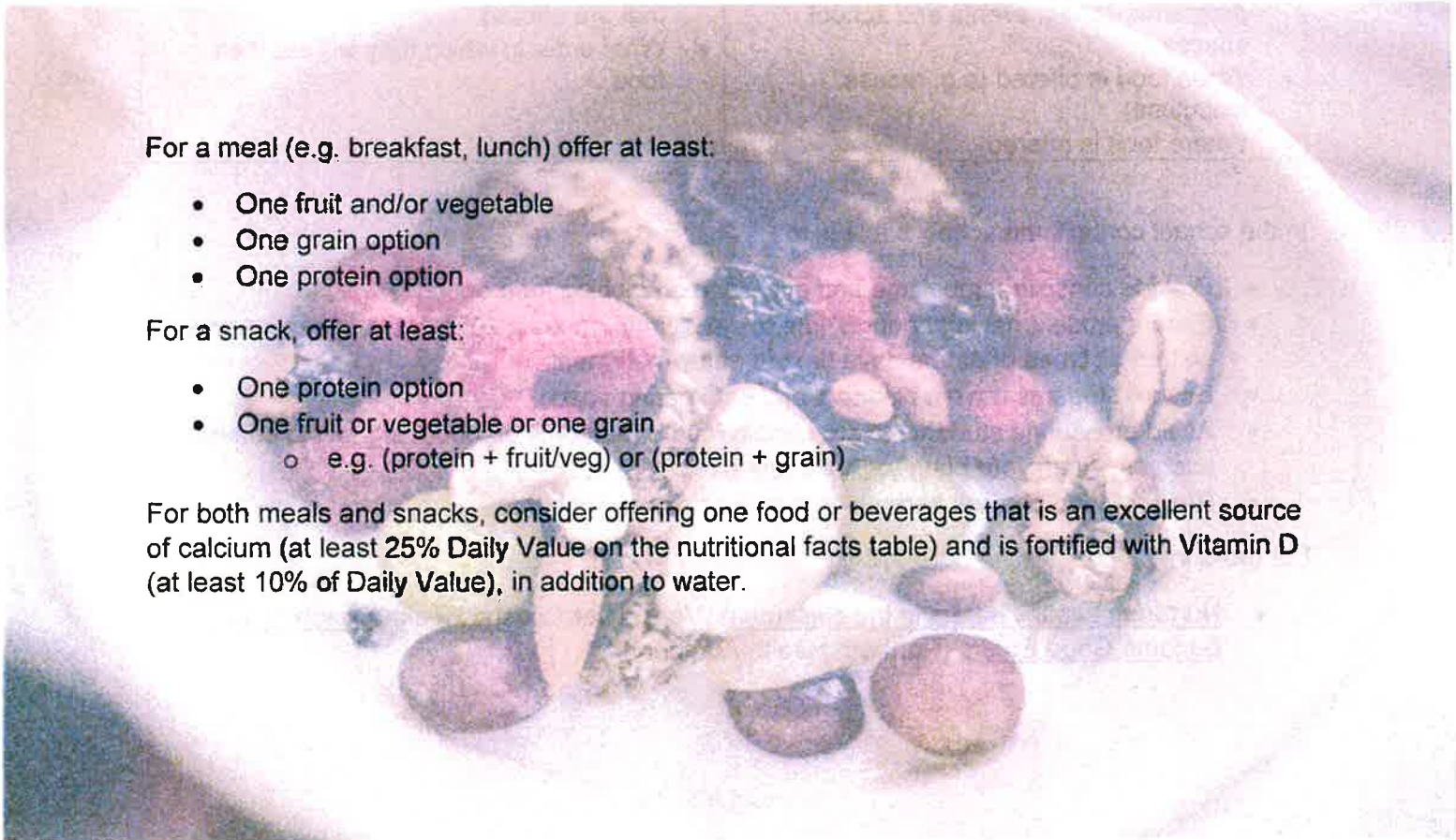
For a meal (e.g. breakfast, lunch) offer at least:

- One fruit and/or vegetable
- One grain option
- One protein option

For a snack, offer at least:

- One protein option
- One fruit or vegetable or one grain
 - e.g. (protein + fruit/veg) or (protein + grain)

For both meals and snacks, consider offering one food or beverages that is an excellent **source** of calcium (at least **25% Daily Value** on the nutritional facts table) and is fortified with **Vitamin D** (at least **10% of Daily Value**), in addition to water.



Fruit and Vegetables	
Offer Frequently	If Offering, serve infrequently and in smaller portions
<ul style="list-style-type: none"> • Fresh Fruits & Vegetables • Frozen Fruits & Vegetables • Canned Vegetables • Fruit Sauces (100% fruit with no added sugar, e.g., Unsweetened Apple Sauce) 	<ul style="list-style-type: none"> • Non-par-fried, precut potatoes • Chips (regular, baked, or extruded), including potato chips, corn chips, tortilla chips, veggie chips • Canned Fruits (packed in Juice) • Prepared pie filling • Processed fruit snacks (e.g., fruit leathers, fruit bars and gummies including those made with 100% fruit juice)
	<p style="text-align: center;"><i>Avoid</i></p> <ul style="list-style-type: none"> • Canned Fruit in heavy syrup • Fruit cups in gelatin/jelly • Frozen fruit bars, popsicles or fruit-based freezies • Products that contain sugar substitutes, caffeine or natural health products • Products that are deep-fried • Battered and/or deep-fried vegetables • Par-fried French fries
<p>Infrequent: Twice monthly</p>	

Grain Foods	
Offer Frequently	If Offering, serve infrequently and in smaller portions
<ul style="list-style-type: none"> • Whole grains such as barley, rye, whole oats, or oatmeal (unsweetened), bulgur, quinoa, buckwheat, amaranth, millet • Whole grain (or 100% whole wheat) bread products (bagels, bread, tortilla wraps, pitas, buns, Bannock, naan, pizza crust, flatbread etc.) • Whole grain brown rice or wild rice, plain • Whole grain noodles/pasta, plain 	<ul style="list-style-type: none"> • White rice, pasta, and bread products • Cookies, bars (e.g., brownies), pastries, croissants, cakes (including cupcakes and cake pops), pies, tarts, donuts, or sweet buns (e.g., cinnamon buns) • Pre-seasoned noodles/pasta or rice • Canned rice or pasta • Cheezies, puffs, twists, crisps, straws, pretzels (regular, baked, or extruded)
	<p style="text-align: center;"><i>Avoid</i></p> <ul style="list-style-type: none"> • Products that are deep-fried or contain sugar substitutes, caffeine, or natural health products • Energy bars, protein bars • Coated granola bars (e.g., covered in chocolate, yogurt etc.) • Toaster pastries • Sugary breakfast cereals (refined grains low in fiber with added sugar, color, and flavor)
<p>*Aim to offer whole grains, when possible. School food programs are a great opportunity to expose students to a variety of foods, including whole grains. However, this does not mean that refined grains cannot be a nutritious option. In some cases, refined grains such as white rice, pasta, are culturally important foods. These foods can offer similar nutrition, especially when paired with high fiber foods such as vegetables, fruit, and beans.</p> <p>Infrequent: Twice monthly</p>	

Protein	
Offer Frequently	If Offering, serve infrequently and in smaller portions
<ul style="list-style-type: none"> • Fresh/canned/dried legumes (beans, peas, lentils) • Hummus • Eggs • Tofu, tempeh • Fresh/frozen chicken, turkey • Fresh/frozen lean beef and pork • Wild game* • Extra lean or lean ground meat (e.g., chicken, turkey, beef, pork) • Fresh/frozen fish and shellfish • Canned fish • Hard cheese • Cottage cheese • Plain (unsweetened) yogurt (0-2%), Flavored yogurt less sugar • frozen yogurt • Plain (unsweetened & unsalted) nuts, seeds, nut butters and seed butters ** • Plant based protein 	<ul style="list-style-type: none"> • Commercially battered and/or breaded meat, fish, chicken, turkey (e.g., chicken nuggets, chicken strips) • Deli meats*** (e.g., bologna, pepperoni, salami, ham) • Hot dogs, wieners*** • Bacon*** • Sausages, pork breakfast links*** • Corned beef***
<p>*As approved by local Environmental Health Officer **Dependent on school food allergy policy ***Consider deli meats and sausages that are lower in saturated fat and/or sodium on an infrequent basis. Alternatives to bologna sandwich could include roasted chicken, turkey or beef, cheese, nut or seed butters, egg salad, tuna or salmon salad, hummus, and other bean-based alternatives. Alternatives to hot dogs include meat or veggie chili on baked potato, hamburgers, kabobs, falafels, or sloppy Joes. Infrequent: Twice Monthly</p>	

Other Foods	
Offer Frequently	If Offering, serve infrequently and in smaller portions
<i>Confectionery</i>	
	<ul style="list-style-type: none"> • Gum* • Hard Candy*
	<p style="text-align: center;"><i>Avoid</i></p> <ul style="list-style-type: none"> • Chocolate (bars or candies) • Fudge • Sweetened gelatin/jellied desserts • Whipped cream or whipped dessert topping • Frozen treats • Candy • Products that are deep-fried or contain sugar substitutes, caffeine or natural health products
<p>*Gum and hard candy can be used as a grounding tool to assist with self-regulation and to assist with increasing attention and focus as needed. Infrequent: Twice Monthly</p>	
<i>Condiments</i>	
Offer, Serve or Sell	
<p>Condiments can improve the taste and appeal of regular menu item. Wherever possible, offer lower sodium and lower saturated fat options.</p>	

Beverages

<i>Offer Frequently</i>	<i>If Offering, serve infrequently and in smaller portions</i>
<ul style="list-style-type: none"> Water Unsweetened carbonated or still water Plain (unsweetened) Milk (0-2% MF) Yogurt drinks (lightly sweetened) Plain kefir (0-2%) Kefir (0-2%) (lightly sweetened) Caffeine free tea 	<ul style="list-style-type: none"> 100% fruit juice Sweetened milk
	<i>Avoid</i>
	<ul style="list-style-type: none"> Soft drinks, diet soft drinks Fruit flavored drinks (e.g., lemonade) Flavored waters with added sugars Sport/electrolyte replacement drinks Energy drinks Coffee, black tea (including iced tea, cold coffee beverages) Hot chocolate Sweetened flavored plant-based beverages Milkshakes Slushy drinks Vitamin fortified water Beverages containing sugar substitutes, added caffeine or natural health products
Infrequent: Twice Monthly	



Schools may use different program delivery models depending on their local infrastructure, staffing, capacity, and budget. Below are samples of 1-week menus for GRAB & GO, ASSEMBLE AND SERVE, and COOK FROM SCRATCH type of programs. Sample Menus are adapted from the draft BC School Food Toolkit website, which will launch in the fall of 2023. Additional resources including sample menus and recipes will also be available. Staff will be notified when the website goes live.

SAMPLE 1 WEEK MENU - GRAB & GO BREAKFAST

Monday	Tuesday	Wednesday	Thursday	Friday
Apple	Banana	Grab 'n' Go Yogurt Parfait	Hard-boiled egg	Bagel
Cheese string	Whole grain bun	Plain Milk or fortified alternative	Blueberry bran muffin	Cream cheese packet
Whole grain cracker packet	Seed butter packet		Fruit cup	Dried apple rings or raisin box
Plain Milk or Fortified alternative	Plain Milk or fortified alternative		Plain Milk (or fortified alternative)	Plain milk or fortified alternative

SAMPLE 1 WEEK MENU - GRAB & GO LUNCH

Monday	Tuesday	Wednesday	Thursday	Friday
Tuna cup	Banana	Apple	Pita	Bagel
Crackers	Wholegrain bun	Cheese	Hummus packet	Cream cheese packet
Orange	Seed butter packet	Wholegrain Bun	Mini cucumber	Dried apple rings
Milk or Fortified alternative	Plain Milk or fortified alternative	Plain Milk or Fortified alternative	Plain Milk (or fortified alternative)	Plain milk or fortified alternative

SAMPLE 1 WEEK MENU - ASSEMBLE AND SERVE BREAKFAST PROGRAM

Monday	Tuesday	Wednesday	Thursday	Friday
Toast Seed butter Banana Plain milk or Fortified alternative	Bagel Cream Cheese Orange slices Plain Milk or Fortified Alternative	Granola Bar Yogurt Plain milk or fortified alternative	Fruit Smoothie Toast Boiled eggs	Grab'n go Trail Mix Milk or fortified alternative

SAMPLE 1 WEEK MENU – ASSEMBLE-AND-SERVE LUNCH PROGRAM

Monday	Tuesday	Wednesday	Thursday	Friday
Turkey sandwich Orange Cherry tomatoes Milk or Fortified alternative	Soup Cheese string Bun Apple Plain Milk or fortified alternative	Whole grain crackers Cheese Banana Yogurt Plain Milk or Fortified alternative	Pita Hummus Packet Baby cukes Plain Milk (or fortified alternative)	Bagel Cream cheese Dried cranberries Plain milk or fortified alternative

SAMPLE 1 WEEK MENU – COOKED FROM SCRATCH BREAKFAST PROGRAM

Monday	Tuesday	Wednesday	Thursday	Friday
Toast Egg bites Sliced fruit Plain milk or Fortified alternative	Bagel Cream Cheese Orange slices Plain Milk or Fortified Alternative	Oatmeal or Whole grain cereal Yogurt Banana Plain milk or fortified alternative	Fruit Smoothie Apple Oatmeal muffin	Breakfast Sandwich Milk or fortified alternative

SAMPLE 1 WEEK MENU – COOKED FROM SCRATCH LUNCH MENU

Monday	Tuesday	Wednesday	Thursday	Friday
Grilled Cheese Vegetable Soup Milk or Fortified alternative	Meat or Veg Chili Whole wheat Bun Apple Milk or fortified alternative	Salmon Chowder & Bannock Apple Milk or fortified alternative	Chicken Caesar Wrap Grapes Tomatoes Milk (or fortified alternative)	Spaghetti & Veggie Sauce Salad Milk or fortified alternative

For questions or additional support please contact:

Shawna Wilson
District Food Program Manager
Coast Mountains School District
Shawna.wilson@cmsd.bc.ca

A Northern Health Population Health Dietitian is also available to support with school food program planning. For more information, email:

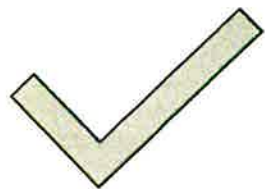
PopHthNutrition@NorthernHealth.ca



Coast Mountains Board of Education School District 82

3211 Kenney Street, Terrace, BC V8G 3E9
Tel. (250) 635-4931 or 1-855-635-4931 • www.cmsd.bc.ca

Vegetable & Fruit Choices



Offer vegetables and fruit daily.
Choose fresh or frozen vegetables most often. Canned vegetables are a great option, but they contain sodium. Rinse canned vegetables to reduce sodium.



Offer Frequently



If Offering, serve *infrequently and in smaller portions *infrequently: Twice Monthly



Canned Fruit in Juice



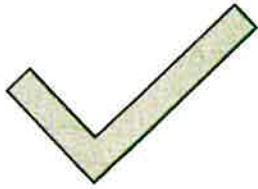
Avoid



Canned Fruit in Syrup



Cracker Choices



Choose Whole Grains most frequently.
For store bought crackers 'Whole grain' or Whole Wheat' should be the first ingredient.

*Nuts, Seeds, Nut Butters and Seed Butters dependent on school food allergy policy

Offer Frequently



Whole Grain
Cheddar
Goldfish Only



Triscuit &
Triscuit This
Crisps: All
Flavors



Rice Cakes:
Original, Savory
Tomato & Basil,
White Cheddar,
Butter Popcorn,
Everything



Breton
Crackers &
Breton Bits:
Original,
Everything,
Oats & Honey,
Veggie



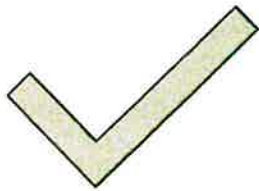
If Offering, serve *infrequently and in smaller portions *Infrequently: Twice Monthly



Avoid



Yogurt & Cheese Choices



Choose Greek and regular yogurts that are lower in sugar and do not contain sugar substitutes.
Do not serve processed cheese slices or spreads. Choose real cheese slices or block cheese.



Offer Frequently



Yogurt with less added sugar



If Offering, serve infrequently and in smaller portions *Infrequently: Twice Monthly



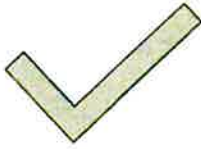
Yogurt and yogurt drinks with added sugar.



Avoid



Cereal Choice



Offer Whole Grains most frequently.

Cereals should list 'Whole grain' or Whole Wheat' as the first ingredient.

*Nuts, Seeds, Nut Butters and Seed Butters dependent on school food allergy policy



Offer Frequently



If Offering, serve *infrequently and in smaller portions *Infrequently: Twice Monthly



Avoid



Granola Bar Choices

Offer Whole Grains most frequently.

For store bought bars 'Whole grain' or Whole Wheat' should be the first ingredient listed.

*Nuts, Seeds, Nut Butters and Seed Butters dependent on school food allergy policy



Offer Frequently



Nature Valley Crunchy: Oats 'N' Honey, Peanut Butter, Apple Crisp, Roasted Almond, and Pecan Crunch



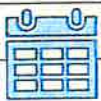
Kashi Whole Grain Bars: Honey Oat Flax, Honey Almond Flax



Nature Valley Trail Mix: Mixed Berry, and Fruit & Nut



Go Pure Fruit & Oat Bars: Strawberry, Raspberry



If Offering, serve infrequently and in smaller portions *Infrequently: Twice Monthly



Kellogg's Nutri Grain: Blueberry, Raspberry, Strawberry, Apple Cinnamon, and Mixed Berry

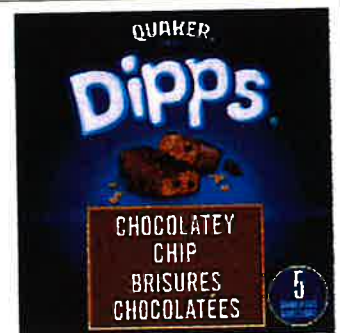


Natures Bakery Fig Bar: Raspberry, Blueberry, Original

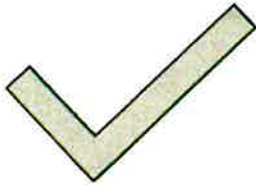
Made Good: Strawberry, Chocolate Chip,



Avoid



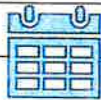
Beverages



Make water the first choice beverage



Offer Frequently



If Offering, serve *infrequently and in smaller portions *Infrequently: Twice Monthly



Unsweetened
Fruit Juice



Avoid

