



BOARD OF EDUCATION

POLICY DEVELOPMENT COMMITTEE

October 2, 2018

4:30 p.m.

District Education Office

A G E N D A

1. Call to Order K Nelson
2. Nomination of Chair
3. Approval of Agenda Chair
4. Approval of Minutes – April 24, 2018 Page 1 Chair
5. Draft Revised Policy #7350 – Nutrition in Schools..... Page 4 K Nelson
Other district policies Page 6
6. Draft Revised Policy #4000 – School Closures – Emergency Situations Page 94 K Nelson
Other district policies Page 100
7. Draft New Policy # XX – Accumulated Operating Surplus Page 107 N Lowe
8. Draft Revised Policy #4020 – Permanent School Closures Page 109 N Lowe
9. Draft Revised Policy #4040 – Purchasing and Tendering Page 113 N Lowe
10. Draft New Policy #1040 – Role of Trustee Liaison at Parent Advisory Meetings..... Page 117 K Bird
11. Draft Revised Policy #7530 – Challenge, Equivalency, External Credit, Post Secondary
Credit, and Independent Directed Studies Page 119 K Bird
Other district policies Page 124
12. Draft Revised Policy #7310 – Student Participation in Extra-Curricular Physical
Activities Page 148 K Bird
Other district policies Page 153
13. Questions/Comments

Next Meeting: December 4, 2018
District Office

ADJOURNMENT

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**

**DRAFT MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING
April 24, 2018**

PRESENT:

Board Representatives:

John Koopman	Chair
Linda Kerr	Trustee
Heather Stewin	Trustee

Committee Representatives:

Patsy Graham	Principal	FCPVPA
Rosalee Floyd	Principal	FCPVPA
Amy Smith	President	FCTA
Laurie Hansen	Staff	CMAW
Darlene Smith	Support staff	CMAW
Jessica Kampen	Parent	DPAC
Wendy Clark	Parent	DPAC

District Staff:

Karen Nelson	Superintendent
Natalie Lowe	Secretary-Treasurer
Kevin Bird	Assistant Superintendent
Laurie Bjorge	Recording Secretary

Regrets:

Debra Schneider	AEC	
Brad Bourel	Staff	CMAW
Diana Savoie	Parent	AEC
Kristen Peters	Teacher	FCTA

1. Call to Order

The meeting was called to order by the Chair at 4:30 p.m. in the District Board office.

2. Approval of Agenda – April 24, 2018

A.SMITH/STEWIN

THAT the agenda of the Policy Development Committee meeting held on April 24, 2018 be approved.

Carried

3. Approval of Previous Minutes – January 30, 2018

STEWIN/FLOYD

THAT the minutes of the Policy Development Committee meeting held on January 30, 2018 be approved as presented.

Carried

4. **Draft New Policy #XX – Accumulated Operating Surplus - Information**

The Secretary-Treasurer addressed the need for this policy as a result of auditor general recommendations. School districts by law are not able to run a budget deficit. The Secretary-Treasurer explained how the district has accumulated its reserve dollars and what it has and how it could be used. This draft new policy has been brought to the committee first as a discussion item before bringing to the Board.

STEWIN/D. SMITH

THAT draft new policy #XX – *Accumulated Operating Surplus* be presented to the Board of Education for discussion.

Carried

5. **Draft New Policy #1040 – Role of Trustee Liaison at PAC**

The Superintendent reviewed the new policy along with the Stakeholders' questionnaire response. The committee discussed minor amendments to the policy. Trustee Kerr mentioned that she contacted other Board Chairs in the province, and many were interested in having this policy shared as they too were in need of a similar policy.

D.SMITH/A.SMITH

THAT draft new Policy #1040 – *Role of Trustee Liaison at PAC* be presented to the Board of Education for first reading, as amended.

Carried

6. **Draft Revised Policy #7030 – Physical Restraint of Students**

The Assistant Superintendent reviewed the draft policy as it came back from the Board as well as Stakeholders' responses. The Committee discussed the amendments surrounding all students' safety.

D.SMITH/STEWIN

THAT draft revised Policy #7030 – *Physical Restraint of Students* be presented to the Board of Education for first reading, as amended.

Carried

7. **Draft Revised Policy #4050 – Technology Usage and Access/Policy #5070 – Social Media**

The Superintendent reviewed and noted minor changes regarding the Acceptable Use Agreement, and Employee Account Agreement.

KERR/D.SMITH

THAT draft revised Policy #4050 *Technology Usage and Access*, and Policy #5070 *Social Media* be presented to the Board of Education for first reading as amended.

Carried

8. **Draft Revised Policy #7200 – Suspension of Students**

The Superintendent reviewed changes and additions to the policy and the appendices.

D.SMITH/STEWIN

THAT draft revised Policy #7200 – *Suspension of Students* be presented to the Board of Education for first reading as amended.

Carried

9. **Draft Revised Policy #7340 – Allergies and Life-Threatening Allergies in Schools**

The Superintendent reviewed and ensured it met all the Health guidelines.

STEWIN/HANSEN

THAT draft revised Policy #7340 – *Allergies and Life-Threatening Allergies in Schools* be presented to the Board of Education for first reading as amended.

Carried

10. **Questions/Comments**

N/A

Next Meeting

Fall, 2018

Location: District Education Office

Adjournment

The meeting adjourned at 5:45 pm

/STEWIN

THAT the meeting be adjourned.

Carried



Adopted: 2005-11-08	Reviewed:	Amended: 2011-11-01
---------------------	-----------	---------------------

SUBJECT: **NUTRITION IN SCHOOLS**

The Board of Education for School District No. 78 (Fraser-Cascade) accepts the premise that schools should educate their students to the benefits of eating nutritious foods as outlined in [*Canada's Food Guide*](#) and the health concerns of eating non-nutritious foods.

The Board further believes that when food and beverage products are offered for sale at school or at school-sanctioned events, schools must offer healthy food choices for students and staff as outlined in the [*Guidelines for Food and Beverage Sales in BC Schools \(2013\)*](#).

Each school in the District will implement practices that follow these beliefs and the regulations outlined below. This policy will pertain to all food products sold or provided in schools.

Adopted: 2005-11-08	Reviewed:	Amended: 2011-11-01
---------------------	-----------	---------------------

REGULATIONSSUBJECT: **NUTRITION IN SCHOOLS**

Guidelines for Instructional Purposes and for Foods Served and/or Sold by Schools:

1. All schools are expected to provide suitable nutrition education programs as outlined in Ministry of Education curriculum. Schools will ensure that all food and beverages sold or distributed in schools appropriately complement and reflect the nutrition education experiences of the students.
2. The school will work cooperatively with families and the broader community to strengthen connections and services and to nurture healthy active lifestyles.
3. ~~3. _____~~ Schools, in consultation with parents, staff and students will ensure students receive positive nutritional messages that are consistently reinforced throughout the school environment.
4. ~~_____~~ Principals will review food services for students annually with the school's Parent ~~_____~~ Advisory Council, ~~the District Education Office, schools' staffs and students.~~
5. School sales and distribution of food products during school and at school-sanctioned events will be based upon the [*\("Guidelines for Food and Beverage Sales in B.C. Schools \(2013\)"\)*](#) .



SD 42 POLICY: 5575

NUTRITION

The Board and all schools promote and support the role nutrition plays in developing and sustaining students' learning potential and healthy active lifestyles.

Guiding Principles

1. Schools will provide offerings of nutritious and healthy food and beverage alternatives.
2. The school will work cooperatively with families and the broader community to strengthen connections and services and to nurture healthy active lifestyles.
3. Schools, in consultation with parents, staff and students will ensure students receive positive nutritional messages that are consistently reinforced throughout the school environment.

APPROVED: February 13, 2013



School District 19
(Revelstoke)

Revelstoke Board of Education

Policy Manual

5.5 Nutrition in Schools

The Revelstoke Board of Education believes that it has a shared responsibility with parents/guardians and the community to ensure that students develop healthy lifestyles that include a focus on healthy nutrition.

Food and beverage products sold in all school locations and events will meet the “Guidelines for Food and Beverage Sales in BC Schools”.

Guidelines:

1. Principals will review food services for students annually with the school’s Parent Advisory Council.
2. School practice governing the sale of food products in schools or during school-sponsored events will be based upon the most up-to-date guidelines available. Schools may only sell food and beverages from the “choose most” and “choose sometimes” list as detailed in the Ministry of Education and Ministry of Health “Guidelines for Food and Beverage Sales in BC Schools” document.

POLICY 1003.1

NUTRITION IN THE SCHOOLS

The Board of Education believes that schools should educate students to the benefits of eating nutritious foods as outlined in [*Canada's Food Guides*](#) and the health concerns of eating non-nutritious foods.

The Board further believes that when food and beverage products are offered for sale at school or at school-sanctioned events, schools must offer healthy food choices for students and staff as outlined in the *Guidelines for Food and Beverage Sales in BC Schools (2013)*.

Each school in the District will implement practices that follow these beliefs and the regulations outlined below. This policy will pertain to all food products sold or provided in schools.

REGULATIONS

1. All schools are expected to provide suitable nutrition education programs as outlined in the Ministry of Education curriculum. Schools will ensure that all food and beverages sold or distributed in schools appropriately complement and reflect the nutrition education experiences of the students.
2. Principals will review food services for students annually with the school's Parent Advisory Council.
3. School sales and distribution of food products during school and at school-sanctioned events will be based upon the "*Guidelines for Food and Beverage Sales in BC Schools (2013)*".
4. Consistent with the *Guidelines for Food and Beverage Sales in BC Schools (2013)*:
 - a. Prepackaged foods and beverages will meet criteria as "sell most" and "sell sometimes" as outlined in the *Guidelines for Food and Beverage Sales in BC Schools (2013)*.
 - b. Choices from the "sell most" list will be offered as at least 50% of the total choices available, with the remainder coming from the "sell sometimes" list.

- c. Freshly made foods and beverages that meet criteria as “sell” in the *Guidelines for Food and Beverage Sales in BC Schools (2013)*.
- d. Pricing should encourage the selection of healthy food and beverage choices.



GUIDELINES

FOR FOOD & BEVERAGE SALES IN
B.C. SCHOOLS



HealthyFamiliesBC



2013

© Copyright, 2013 Province of British Columbia

Ministry of Health, Population and Public Health Division

1515 Blanshard Street, Victoria, BC V8W 3C8

www.gov.bc.ca/health/

Ministry of Education

P.O. Box 9161 Stn Prov Govt, Victoria, BC V8W 9H3

www.gov.bc.ca/bced/

ISBN 978-0-7726-6725-0

This publication and all supportive resources are available free of charge
at: healthyschoolsbc.ca/category/26/food-and-beverage-guidelines

This 2015 edition includes minor edits, font and links modifications

Contents

4	SECTION 1 <u>Overview</u> Why have Nutrition Guidelines in Schools? What is Healthy Eating? What do the Guidelines Include? What's New in 2013? Where do the Guidelines apply? Who must use the Guidelines? Are the Guidelines enforced?	18	SECTION 4 <u>The Checklist</u> Scoring Freshly Made Food and Beverages
11	SECTION 2 <u>How to use the Guidelines</u> Scoring freshly made food and beverages Scoring prepackaged food and beverages How do I assess a mixture of freshly made and prepackaged food?	38	SECTION 5 <u>Nutrient Criteria</u> Scoring Prepackaged Food and Beverages
15	SECTION 3 <u>Building on the Guidelines – Optional Policies</u> Restricting the Marketing of Unhealthy Food and Beverages to Students Limiting the Sale of Sugar Substitutes Supporting Healthy Eating in the Classroom Bottled Water	61	SECTION 6 <u>Fact Sheets</u>
		77	APPENDIX A <u>Highlights of Nutrient Criteria Changes in 2013</u>
		79	APPENDIX B <u>Understanding the Nutrition Information on the Food Label</u>



OVERVIEW

The Government of British Columbia is committed to supporting healthy schools where students learn and play.



The Guidelines for Food and Beverage Sales in B.C. Schools (“the Guidelines”) define the minimum nutrition standard that schools are required to apply to all food and beverages sold to students. This document contains information, tools and fact sheets to support implementation of the Guidelines across the school setting.

The Guidelines are a mandated policy for all B.C. public schools.

The Guidelines for Food and Beverage Sales in B.C. Schools were first published by the B.C. Ministries of Education and Health in 2005 and mandated for all public schools in 2008. The Guidelines were developed using the best nutrition information available and the most current national and provincial healthy eating recommendations and regulations.

Parents, teachers, school administrators, students and food service staff all have a *role* in implementing the Guidelines in their school.

Why have Nutrition Guidelines in Schools?

The Guidelines were developed to support healthy eating at school by increasing access to healthy food while limiting access to unhealthy food. Through meal programs, cafeterias, vending machines, fundraisers and more, schools provide many of the meals, snacks and beverages students consume in a day. Healthy eating at school supports learning, physical and mental growth and development and the adoption of healthy skills and choices.

Research shows that eating healthy food and beverages:

- Provides students with fuel for optimal growth and nutrients for strong bones, teeth and muscles
- Helps students' brains develop
- Improves school performance, learning ability, attention span and behaviour
- Supplies energy for daily activity
- Reduces the risk of getting sick now and developing chronic diseases like diabetes, heart disease and cancer later in life
- Sets the foundation for healthy eating behaviours as adults

The Guidelines are one part of a broader healthy schools approach that promotes healthy choices both in and out of the classroom. Students learn best when the lessons they receive in the classroom are consistently reinforced outside of the classroom. Offering healthy food choices in the cafeteria, at school events, in vending machines and for fundraising contributes to a school environment that consistently supports students to develop the knowledge, skills and habits needed for lifelong well-being.



Healthy Schools BC, a key initiative of the B.C. government's Healthy Families BC strategy, brings health, education and community partners together to create healthy school environments that support optimal health and learning.

Comprehensive School Health (CSH) is a model for helping educators, health practitioners, school staff, students, parents and others work together to create an environment that makes their school the best place possible to learn, work and play. The Guidelines are an example of a healthy school policy that schools can use and expand upon within an overall healthy schools approach.

What Is Healthy Eating?

Whenever possible, schools should be offering whole and minimally processed food from *Eating Well with Canada's Food Guide* more often than prepackaged food, which can often be higher in sodium, sugar or fat. Offering a variety of food from all four food groups at breakfast and lunch and from at least two food groups at snacks is another way of supporting healthy eating while at school. See below for more details on choosing healthier food and beverages.



For Beverages:

- Offer water or unsweetened milk or fortified soy beverage most often.
- 100% fruit juice is nutritious, but high in natural sugar. It is recommended that children limit their intake to a half cup (125 ml) daily. It is recommended that teens and adults have no more than one cup (250 ml) daily.
- Sugary drinks include energy drinks, fruit drinks, pop, sports drinks, slushies, specialty coffee and tea drinks and vitamin-enhanced waters. Most sugary drinks provide little or no nutrition and take the place of healthier choices like water and milk.



For Vegetables and Fruit:

- Emphasise dark green and orange vegetables (like broccoli, romaine lettuce, kale, spinach, sweet potatoes, carrots and winter squash).
- Aim to offer a variety of colours; green, blue, purple, orange, red, yellow and white.
- Offer vegetables and fruit more often than juice.
- Offer seasonal fresh fruit and vegetables when they are available. Frozen vegetables and fruit are also a good choice.



For Grain Products:

- Offer whole grain choices for breads, pastas, rice, crackers and cereals.
- *Whole grain* products include: 100% whole grain bread, brown rice, oats, wild rice, quinoa, barley, buckwheat and millet.

For Milk and Alternatives:

- Offer plain milk and fortified plain soy beverage. Other fortified plant-based beverages such as oat, almond, rice, potato and hemp beverages are low in protein and for this reason are not good substitutes for milk.
- Use milk instead of cream for cream soups.
- Offer plain yogurt topped with fruit instead of fruit flavoured yogurts.



For Meat and Alternatives:

- Offer fish such as salmon, trout, char, sardines, mackerel or herring regularly. (Health Canada recommends children eat at least two Food Guide servings of fish per week).
- Offer meat alternatives such as beans, lentils and tofu often.
- Offer lean meat and alternatives prepared with little or no added fat or salt. Most deli meats such as bologna, salami, smoked meat, bacon and ham are too high in sodium to meet the Guidelines.



Additional healthy eating tips:

- Offer portion sizes that satisfy students' appetites and meet their nutrient needs for growth and development.
- Make soups with homemade stock or reduced-sodium stock. Most commercial soup bases and mixes are very high in sodium.
- Prepare food in ways that limit the amounts of added salt (sodium), sugar and fat. (See *Tips and Recipes for Quantity Cooking* and *Bake Better Bites* for more information.)
- Oral health is a part of overall health and well-being. Offer a variety of healthy food that does not stick to teeth and offer plain water for thirst.



ALLERGY AWARENESS

These Guidelines are not intended to address food allergy concerns in schools. For more information on allergy awareness please see the [B.C. Ministry of Education Core Anaphylaxis Resources](#) and [B.C. Anaphylactic and Child Safety Framework and the Anaphylaxis Protection Order](#).

What do the Guidelines Include?

The Guidelines contain tools and information to assist schools in selecting food and beverages for sale, including:



- Tools to determine whether **freshly made food** should be scored as “*Sell*” or “*Do Not Sell*” based on the nutrient content and ingredients.

➤ Use the [Checklist](#) to score your recipe, or choose pre-scored recipes from [Bake Better Bites](#) and [Tips and Recipes for Quantity Cooking](#).



- Tools to determine whether **prepackaged food** should be scored as “*Sell Most*”, “*Sell Sometimes*” or “*Do Not Sell*” based on nutrient content and ingredients.

➤ Use the [Nutrient Criteria](#) or the [Brand Name Food List](#)

- General **recommendations and suggestions** on how to choose healthy food and beverages to sell to students.

• See tips on [What is Healthy Eating](#) and [fact sheets](#)



For links to resources that support implementation of the Guidelines, visit www.healthlinkbc.ca/foodguidelines.

What’s New in 2013?

Revisions to the Guidelines reflect new evidence in nutrition standards, product availability and consultations with people who use the Guidelines. The following summarizes the key changes in the 2013 edition.

- Revisions to the Nutrient Criteria and food categories based on the latest scientific evidence
- A Checklist that allows freshly made food to be assessed against the Nutrient Criteria
- New resources to help schools implement the Guidelines: fact sheets, an informational brochure and instructional videos
- Recommendations for how schools can build on the Guidelines to expand healthy eating choices for students and adults throughout the school community

For more details on what was changed in this edition, please see [Appendix A](#).

The Ministries of Health and Education reached out to users of the Guidelines to invite feedback for the 2013 edition including:

- School Administrators
- Teachers
- Food Service Managers
- Chef Instructors
- Community Nutritionists
- Parents
- Healthy Living Coordinators
- School Meal Coordinators
- Home Economics Teachers
- Food and Beverage Industry

Where do the Guidelines apply?

Schools must apply the Guidelines to all food or beverages sold to students in British Columbia public schools and at all school-sanctioned events. All public Elementary, Middle and Secondary schools in B.C. are required to ensure that the food and beverages sold to students meet the criteria set out in the Guidelines.



While the guidelines only apply to food sold to students, some schools may choose to support the intent of the Guidelines by encouraging healthy food throughout the school community. See [Building on the Guidelines](#) section for more ideas.

What about independent, First Nations and private schools?

Independent, First Nations and private schools are encouraged, but not required, to apply the Guidelines to the food and beverages sold to their students.

Guidelines apply to:	Guidelines do not apply to:
<ul style="list-style-type: none"> • School vending machines, stores and cafeterias • Parent organized lunch sales • School organized fun fairs and bake sales • Food and beverages sold to students during sporting events or on field trips (even when off-campus) • Food and beverages sold as a fundraiser to students • All school meal programs including those sold at a subsidized rate • Food prepared by students as part of class projects and sold to students 	<ul style="list-style-type: none"> • Bagged lunches from home • Food and beverages brought to school by parents, which are not being sold to students • Food prepared by students as part of class projects and consumed by students without being purchased • Food and beverages sold to adults (non-students) as fundraisers • Fundraising by adults to adults



WHAT CRITERIA SHOULD I USE FOR MIDDLE (JUNIOR HIGH) SCHOOLS?

As noted in the Nutrient Criteria, some criteria are different for Secondary (high) schools. If a Middle school has been merged with a Secondary school use the criteria designated for Secondary schools. Otherwise, use the more restrictive general criteria.

Who Uses the Guidelines?

Anyone selling food to students in schools must use the Guidelines to ensure food and beverages sold comply with the minimum nutrition standards. This includes not only administrators and teachers, but also parents and Parent Advisory Councils hosting fundraising events or hot lunch programs, food service staff serving snacks and meals and students organizing school-based activities that involve the sale of food or drinks. The food and beverage industry also uses the Guidelines so they can provide options to schools that meet the nutrition standards.

See the *Involving Everyone in Implementing the Guidelines Fact Sheet*.

Are the Guidelines enforced?

The Guidelines are a mandated policy that all school districts are required to implement as part of the Government's directive to remove the sale of unhealthy food and beverages from schools. As the Guidelines are not a legislated requirement, they are not supported with a compliance and enforcement program.

Questions about the implementation of the Guidelines within a particular school district should be directed to the district office.



HOW TO USE THE GUIDELINES



The Guidelines contain tools that enable schools to determine if food or beverages meet the minimum nutrition standard and can be sold to students in their schools. There are tools to assess both prepackaged and freshly made food and beverages.



DO I NEED TO HAVE A NUTRIENT ANALYSIS FOR MY RECIPES?

You **do not** need a nutrition analysis for your recipes in order to meet the criteria set out in the Guidelines. However, food service personnel, teachers, parents or students may wish to use nutrient analysis software, such as Recipe Analyzer from Dietitians of Canada, to develop a Nutrition Facts table for their recipes. This nutrient analysis data can then be used to score recipes based on the Nutrient Criteria instead of the Checklist. Please note that professional nutrition labels will be required for submissions to the Brand Name Food List.

Some cookbooks and recipes feature Nutrition Facts tables or nutrition information. You can use this information to help determine whether the recipe scores as *Sell Most*, *Sell Sometimes* or *Do Not Sell* when compared to the Nutrient Criteria.

Scoring freshly made food and beverages

Freshly made food and beverages are scored as **Sell** or **Do Not Sell**. You can either score your own recipe, or use a recipe that has been pre-scored.

- Use the Checklist for scoring freshly made food and beverages.
- Use resources that have pre-scored food including:
 - Bake Better Bites: Recipes and Tips for Healthier Baked Goods
 - Tips and Recipes for Quantity Cooking: Nourishing Minds and Bodies

What is the Checklist?

The Checklist is used to determine if freshly made food and beverages meet the criteria set out in the Guidelines. Use the Checklist to score food or beverages that are freshly made and do not have a Nutrition Facts table and an ingredient list for the final product. If food is prepared outside of the school, the Checklist can also be used by the food provider to ensure the food meets the Guidelines.

ALL **freshly made** food and beverages being sold to students must score as **Sell**.

Freshly made food and beverages Score using the Checklist	Sell (100% of choices)	Do Not Sell (Do not sell to students)
	These freshly made foods and beverages provide essential nutrients and are lower in sodium, sugar and fat than food in the <i>Do Not Sell</i> category.	Food and beverages in this category contain higher amounts of fat, sodium or sugar and may be less nutritious. These foods and beverages should not be sold to students..

Scoring prepackaged food and beverages

Prepackaged food and beverages are scored as **Sell Most**, **Sell Sometimes** or **Do Not Sell**. You can either score a product yourself using the Nutrient Criteria, or select a pre-scored product from the Brand Name Food List.

What is the Nutrient Criteria?

The Nutrient Criteria is used to determine if prepackaged food and beverages meet the Guidelines and therefore can be sold to students. It provides the nutrition standards for 14 different food categories (for example, grain products, milk and alternatives). Schools should score prepackaged food using the Nutrient Criteria if it comes with a Nutrition Facts table (or specifications sheet) and an ingredient list.

The Guidelines require that **at least** 50% of the **prepackaged** food and beverage items being sold to students must score as **Sell Most**. This applies to each food sales outlet (e.g. vending machines, school store, cafeteria, PAC lunches, sporting events etc).

Food and beverages that score as **Do Not Sell** should not be sold to students.



WHAT IS THE BRAND NAME FOOD LIST?

The Brand Name Food List is an online tool where prepackaged food and other food with a Nutrition Facts table and ingredient list are scored using the Nutrient Criteria in the Guidelines.



*At least 50% of items should score as **Sell Most**.*

Prepackaged food and beverages	Sell Most	Sell Sometimes	Do Not Sell
	(At least 50% of choices)	(Up to 50% of choices)	(Should not be sold to students)
Score with the Nutrient Criteria	Food and beverages in this category are healthier options. They tend to be higher in essential nutrients and lower in sodium, sugar and fat.	Food and beverages in this category provide essential nutrients but have higher amounts of sodium, sugar or fat than those in the <i>Sell Most</i> category.	Food and beverages in this category contain higher amounts of fat, sodium or sugar and may be less nutritious. These foods and beverages should not be sold to students.

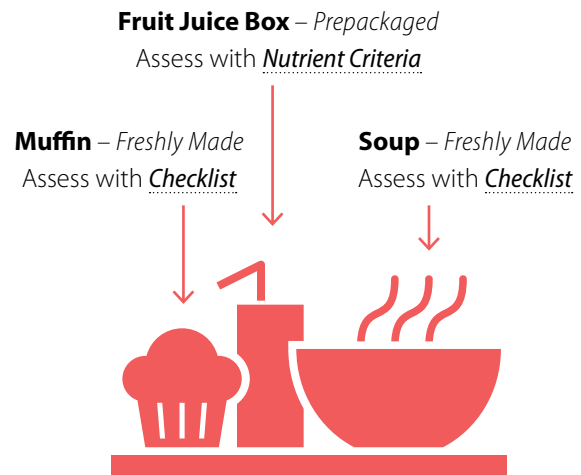
How do I assess a mixture of freshly made and prepackaged food?

Step 1

Ensure that all *freshly made* food scores as ***Sell***.

Step 2

Ensure that at least 50% of the *prepackaged* food and beverages available at any given time score as ***Sell Most***. The remainder should score as ***Sell Sometimes***.





BUILDING ON THE GUIDELINES – OPTIONAL POLICIES

In addition to implementing the nutrition standards in the Guidelines, schools may choose to take additional steps to promote healthy eating and food literacy throughout the school community.



Topics Covered in this Section

- *Restricting the Marketing of Unhealthy Food and Beverages*
- *Limiting the Sale of Sugar Substitutes*
- *Supporting Healthy Eating in the Classroom*
- *Bottled Water*

Restricting the Marketing of Unhealthy Food and Beverages

A healthy eating environment for students includes not only the sale of healthy food and beverages, but also an environment that is free from the marketing of unhealthy food and beverages. “Food marketing” is a broad term for food advertising, promotions and sponsorship. Examples of food marketing in schools include posters, coupon give-aways, sports and leisure equipment, notebooks and events that promote food and beverages.

Children and youth are particularly vulnerable to the influence of food marketing because they are unable to critically assess its persuasive and commercial intent. Studies have found that food marketing directly influences children and youths’ food preferences, consumption and purchase of products advertised – most of which are unhealthy food and beverage products, high in calories, sugar, sodium or trans fat and low in essential nutrients.

Implementing the Guidelines for Food and Beverage Sales in B.C. Schools is sending a positive message to students about healthy eating. Schools also have an opportunity to reduce or restrict unhealthy food marketing practices directed at students. Restricting marketing to prepackaged food and beverages that score as *Sell Most*, or freshly made food or beverages that score as *Sell* supports a broader healthy environment for all students to learn and thrive.

Limiting the Sale of Sugar Substitutes

The Guidelines for Food and Beverage Sales in B.C. Schools do not allow food or beverages that contain sugar substitutes (artificial and intense sweeteners) to be sold in Elementary or Middle schools. Food and beverages containing sugar substitutes are only allowed for sale in Secondary schools as *Sell Sometimes* items.

Some parents, teachers and health professionals have expressed concern about the sale of food and beverages containing sugar substitutes in Secondary schools. Current scientific literature suggests that it is safe for children and adolescents to consume sugar substitutes in small quantities. Even so, the appropriateness of sugar substitutes in food and beverages sold to school aged children continues to be explored. The research base and scientific consensus on this topic will be periodically reviewed and used to inform any potential future policy changes with regard to sugar substitutes.

Secondary schools or school districts may choose to prohibit the sale of food and beverages containing sugar substitutes.

Supporting Healthy Eating in the Classroom

Many B.C. schools have extended the application of the Guidelines to classroom activities that foster an environment of healthy eating.

Classroom celebrations and rewards can set positive examples for healthy eating. Often, food is shared in the classroom setting to celebrate special events such as birthdays and holidays. Food is also commonly used as a way to reward positive behaviour in the classroom. Many schools are finding alternatives to sugary treats in these situations. Birthdays can be celebrated with healthy food such as fruit kabobs or through an activity that honours the child (e.g. a book donated to the school library with the child's name inside). Positive classroom behaviour can be rewarded with special privileges such as being first in line, or with low cost items like stickers or pencils.

Some schools are extending the Guidelines to Home Economics or Culinary Arts programs to ensure students are learning to prepare and eat healthy food. Other supportive programs offered in B.C. schools provide hands-on opportunities for students to learn about healthy eating. Some examples include Farm to School programs, school food gardens and food skills training in the classroom such as Take a Bite of BC.



Bottled Water

Water is the best beverage choice for satisfying thirst. Due to concerns regarding the environmental impact of bottled water, many schools, universities and municipal governments across Canada have instituted bans on bottled water and instead encourage drinking water from fountains and taps.

Schools with adequate public water facilities for students may be interested in decreasing or eliminating bottled water through education campaigns or bans.

Schools considering a ban on bottled water should be aware that this would restrict the *Sell Most* beverage options available to students, especially in vending machines. According to the Guidelines any vending machine must include at least 50% *Sell Most* products and up to 50% *Sell Sometimes* products. As only water, plain milk and unsweetened fortified soy beverage qualify as *Sell Most* beverages, removing bottled water limits the beverages that can be sold in vending machines.

Schools may also be interested in enhancing their recycling programs or in implementing a student awareness campaign regarding recycling. Schools can celebrate that B.C. has one of the highest rates of beverage container recycling in North America. In 2012, 75.3% of all plastic beverage containers in B.C., over 335 million containers, were returned for recycling.





THE CHECKLIST

SCORING FRESHLY MADE FOOD & BEVERAGES

The Checklist is used to ensure freshly made food and beverages sold to students meet the Nutrient Criteria.



The Checklist is recommended for cafeterias, restaurants or caterers that provide freshly made food for sale in B.C. schools and whose menu items do not come with nutrition information. If nutrition information is available for freshly made items, score them using the Nutrient Criteria.

How To: USE THE CHECKLIST

- 1 Choose the category where your food or beverage fits.
- 2 Read the description at the top of the category to see if your food fits. If it doesn't fit, the directions below the description will help you choose the appropriate category.
- 3 Score your recipe by answering each of the questions in that category. All answers must be 'Yes' for your recipe to be scored as *Sell*.
- 4 If your recipe scores as *Do Not Sell* (you have any checkmarks in the 'No' column), use the scoring tips or dial 8-1-1 to talk to a HealthLink BC Dietitian. They will help you revise your recipe to meet the Guidelines.



YOU WILL NEED:

- An understanding of how to read a Nutrition Facts table (see page 80)
- Basic mathematical skills
- A calculator and note pad
- Access to the prepackaged food in your recipes to read their nutrition labels



CONVERSION CHART

10 ml (2 tsp) of:

- table salt weighs 12 g
- granulated sugar weighs 8.5 g
- vegetable oil weighs 9 g
- tub margarine weighs 9.5 g

THE CHECKLIST

Table of Contents

20	<i>Salads, Vegetables and Fruit Dishes</i>	30	<i>Side Dishes</i>
22	<i>Grain Dishes and Baked Goods</i>	32	<i>Soup</i>
25	<i>Meat and Alternative Dishes</i>	34	<i>Side Sauces and Dips</i>
27	<i>Mixed Entrées, Sandwiches, Wraps, Pitas Burgers and Pizza</i>	36	<i>Beverages</i>

The Checklist: Scoring Freshly Made Food and Beverages

Salads, Vegetables and Fruit Dishes



This category is for scoring recipes that have mostly vegetables or fruit for ingredients. It includes the dressing that is served on salads. If you are making a dressing that will be served on the side, assess the salad here and the dressing under Side Sauces and Dips. Score grain-based salads under Grain Dishes and Baked Goods.

Examples: caesar salad, tossed salad, spinach salad, steamed vegetables, mashed potatoes, roasted potatoes, vegetable only stir fry, fruit salad, baked apples, apple sauce, baked sweet potato wedges

If your recipe has core ingredients from 2 or more food groups from Canada's Food Guide:

- When served as a main, score it under the 'Mixed Entrées, Sandwiches, Wraps, Pitas, Burgers and Pizza' category
- When served as a side dish, score it either here or under the 'Side Dishes' category

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Sodium

Reducing sodium

If your recipe includes any of the ingredients below, follow the numbered instructions. Otherwise, move on to 'Reducing sugar'.

Key Sources of Sodium

- Salt
- Prepackaged sauces, margarine, condiments or spice mixes (e.g. steak spice)
- Prepackaged stock, broth, soup or powdered soup mix
- Canned tomatoes, tomato paste or tomato sauce (don't count 'no added salt' tomatoes)
- Cheese
- Canned beans, lentils or vegetables
- Seasoned, cured, pickled or brined products (e.g. bacon, ham, sausage, olives, pickles)

Calculate sodium in your recipe

1. If you add salt to your recipe (any kind including seasoning salt):
 - Multiply the number of ml of salt in your recipe by 475 to get the amount of sodium (in mg) it contributes to your recipe (e.g. 1 tsp = 5 ml x 475 = 2375 mg)
2. For the remaining key sources of sodium:
 - Look at the Nutrition Facts table to see how much sodium (in mg) is in a serving
 - Compare the serving size at the top of the Nutrition Facts table to the amount in your recipe and use this to calculate how much sodium the ingredient contributes to your recipe
3. Add up the sodium that each product contributes to the recipe
4. Divide this result by the number of servings your recipe serves

Does your recipe have 300 mg or less of sodium per serving sold?



Yes

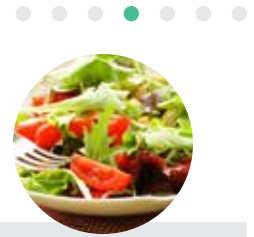


No



Scoring tip: To reduce the sodium in your recipe emphasize herbs, lemon juice, vinegars, spices, garlic, ginger and other flavourings rather than salty bottled sauces.

For more information contact HealthLink BC – Dial 8-1-1



Salads, Vegetables and Fruit Dishes

Sugars

Reducing Sugar

Does your recipe have 15 ml or less of added sugars (includes all sugars, honey, molasses and syrup) per serving sold?

☒ Yes ☐ No

Fat

Using small amounts of fat

When your recipe includes any of the ingredients below, follow the numbered instructions.

Key Sources of Fat

- Vegetable oil
- Butter
- Salad dressing
- Cream cheese
- Chips or prepackaged crispy noodles
- Margarine
- Mayonnaise
- Cream
- Cheese

Calculate fat in your recipe

1. For each ingredient above:
 - Look at the product's food label and see how much fat (in g) is in a serving
 - Compare the serving size at the top of the food label to the amount in your recipe and use this to calculate how much fat is in the amount you use
2. Add up the fat that each product contributes to the recipe
3. Divide this result by the number of servings your recipe serves

Does your recipe have 5 g or less of fat per serving sold?

☐ Yes ☐ No

For more information contact
HealthLink BC – Dial 8-1-1

The Checklist: Scoring Freshly Made Food and Beverages

Grain Dishes and Baked Goods



This category is for scoring recipes that have mostly grains for ingredients.

Examples: rice, noodles, quinoa, couscous, pancakes, waffles, oatmeal, granola, bread, buns, muffins, cookies, granola bars, cakes, dessert squares

If your recipe has core ingredients from 2 or more food groups from Canada's Food Guide:

- When served as a main, score it under the 'Mixed Entrées, Sandwiches, Wraps, Pitas, Burgers and Pizza' category
- When served as a side dish, score it either here or under the 'Side Dishes' category

Note: If you are using a prepackaged product, preparing it as directed on the package and there is a Nutrition Facts Table for the product 'as prepared', then score the product using the Nutrient Criteria.

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Sodium

Reducing Sodium

When your recipe includes any of the ingredients below, follow the numbered instructions. Otherwise, move on to 'Reducing sugar'.

Key Sources of Sodium

- Salt
- Prepackaged sauces, margarine, condiments or spice mixes (e.g. steak spice)
- Prepackaged stock, broth, soup or powdered soup mix
- Canned tomatoes, tomato paste or tomato sauce (don't count 'no added salt' tomatoes)
- Cheese
- Canned beans, lentils or vegetables
- Seasoned, cured, pickled or brined products (e.g. bacon, ham, sausage, olives, pickles)
- Bread, buns, pitas, tortillas, roti or other bread products

Calculate sodium in your recipe

1. If you add salt to your recipe (any kind including seasoning salt):
 - Multiply the number of ml of salt in your recipe by 475 to get the amount of sodium (in mg) it contributes to your recipe (e.g. 1 tsp = 5 ml x 475 = 2375 mg)
2. For the remaining key sources of sodium:
 - Look at the Nutrition Facts table to see how much sodium (in mg) is in a serving



Scoring tips: To reduce the sodium in your recipe make grain products with water, milk or homemade stock. Use no added salt tomato sauce or use no added salt tomatoes to make lower sodium tomato sauce. Basil, oregano and garlic help to enhance flavour.



Lower sodium tip: Baking soda and baking powder are high in sodium. Choose recipes with lower amounts of these ingredients.

For more information contact
HealthLink BC – Dial 8-1-1



Grain Dishes and Baked Goods

Fat

Using small amounts of fat (cont.)

Calculate fat in your recipe

1. For each ingredient above:
 - Look at the product's food label and see how much fat (in g) is in a serving
 - Compare the serving size at the top of the food label to the amount in your recipe and use this to calculate how much fat is in the amount you use
2. Add up the fat that each product contributes to the recipe
3. Divide this result by the number of servings your recipe serves



Scoring tips: Reduce the fat in your recipe by making grain products with little or no added fat. Replace half of the mayonnaise with plain yogurt in pasta salad.

Does your recipe have 7g of fat or less per serving sold?



Yes



No

Trans Fat

Minimizing trans fat

1. If your recipe does not contain margarine, shortening or prepackaged pastry dough or shells, check 'Yes' and move on.
2. Check the ingredient lists of these products for the words 'hydrogenated' or 'partially hydrogenated'. If these words are not in the ingredient lists, check 'Yes' and move on.
3. If your product has these words in the ingredient list, use the [Trans Fat Calculator](#) to make sure it meets the trans fat restrictions.



Scoring tip: Refer to the [low trans fat product list](#) to find an alternative product or call 8-1-1 for help.

Do all of the products in your recipe meet the trans fat restrictions?



Yes



No

For more information contact
[HealthLink BC – Dial 8-1-1](#)

The Checklist: Scoring Freshly Made Food and Beverages

Meat and Alternative Dishes



This category is for scoring recipes that have mostly meat or alternative ingredients.

Examples: any meat or alternative including those marinated or served with a sauce such as souvlaki, meatloaf, steak, pork chops, teriyaki chicken, sweet and sour tofu, cod fillets, spiced chickpeas, eggs

If your recipe has core ingredients from 2 or more food groups from Canada's Food Guide:

- When served as a main, score it under the 'Mixed Entrées, Sandwiches, Wraps, Pitas, Burgers and Pizza' category
- When served as a side dish, score it either here or under the 'Side Dishes' category

Note: If you are heating a prepackaged product and not adding any other ingredients to it, score it using the Nutrient Criteria.

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Sodium

Reducing sodium

When your recipe includes any of the ingredients below, follow the numbered instructions. Otherwise, move on to 'Using small amounts of fat'.

Key Sources of Sodium

- Salt
- Prepackaged sauces, margarine, condiments or spice mixes (e.g. steak spice)
- Prepackaged stock, broth, soup or powdered soup mix
- Canned tomatoes, tomato paste or tomato sauce (don't count 'no added salt' tomatoes)
- Cheese
- Canned beans, lentils or vegetables
- Seasoned, cured, pickled or brined products (e.g. bacon, ham, sausage, olives, pickles)

Calculate sodium in your recipe

1. If you add salt to your recipe (any kind including seasoning salt):
 - Multiply the number of ml of salt in your recipe by 475 to get the amount of sodium (in mg) it contributes to your recipe (e.g. 1 tsp = 5 ml x 475 = 2375 mg)
2. For the remaining key sources of sodium:
 - Look at the Nutrition Facts table to see how much sodium (in mg) is in a serving
 - Compare the serving size at the top of the Nutrition Facts table to the amount in your recipe and use this to calculate how much sodium the ingredient contributes to your recipe



Scoring tips: To reduce the sodium in your recipe use unseasoned whole cuts of meat. Replace salty sauces such as soy, hoisin and fish sauce with lower sodium versions or use less sauce. Use fresh ginger, garlic, cilantro and parsley or dried curry or chili flakes to enhance the flavour of dishes.

For more information contact
HealthLink BC – Dial 8-1-1

Meat and Alternative Dishes



Sodium

Reducing sodium (cont.)

3. Add up the sodium that each product contributes to the recipe
4. Divide this result by the number of servings your recipe serves

Does your recipe have 450 mg or less of sodium per serving sold?

☐ Yes ☐ No

Fat

Using small amounts of fat



Scoring tip: To reduce the fat in your recipe roast, bake, broil, braise, grill, steam or poach meats and meat alternatives.

When your recipe includes any of the ingredients below, follow the numbered instructions.

Key Sources of Fat

- Vegetable oil
- Butter
- Salad dressing
- Cream cheese
- Cheese
- Margarine
- Mayonnaise
- Cream
- Sour cream
- Chips or prepackaged crispy noodles

Calculate fat in your recipe

1. For each ingredient above:
 - Look at the product's food label and see how much fat (in g) is in a serving
 - Compare the serving size at the top of the food label to the amount in your recipe and use this to calculate how much fat is in the amount you use
2. Add up the fat that each product contributes to the recipe
3. Divide this result by the number of servings your recipe serves



Scoring tip: To reduce the fat in your recipe serve fresh salsas on fish and chicken dishes. Make a balsamic vinegar reduction for a flavourful sauce to garnish meat, chicken or bean dishes. Bake, boil, poach or steam eggs instead of frying them.

Is your recipe is cooked in a method other than deep fat frying?

☐ Yes ☐ No

Is the fat drained off ground meat after cooking? (If you are not using ground meat, check 'Yes')

☐ Yes ☐ No

Does your recipe have 16 g or less of fat per serving sold?

☐ Yes ☐ No

For more information contact
HealthLink BC – Dial 8-1-1

The Checklist: Scoring Freshly Made Food and Beverages

Mixed Entrées, Sandwiches, Wraps, Pitas, Burgers and Pizza

This category is for scoring recipes for dishes that are served as the main part of the meal and have core ingredients from 2 or more food groups from Canada's Food Guide.

Examples: stir-fry, shepherd's pie, curry, paella, macaroni and cheese, spaghetti, lasagna, soup or stew served as an entrée, sandwiches, burgers, wraps, quesadillas, tacos, pizza

Note: If you are heating a prepackaged product and not adding any other ingredients to it, score it using the Nutrient Criteria.

If your recipe contains other recipes (e.g. freshly made tomato sauce used in a chili recipe), include all the ingredients from the other recipes (e.g. freshly made tomato sauce) that are found in the 'Key Sources of Sodium' and 'Key Sources of Fat' sections in your calculations.

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Sodium

Reducing Sodium

When your recipe includes any of the ingredients below, follow the numbered instructions. Otherwise, move on to 'Providing protein'.

Key Sources of Sodium

- Salt
- Prepackaged sauces, margarine, condiments or spice mixes (e.g. steak spice)
- Prepackaged stock, broth, soup or powdered soup mix
- Canned tomatoes, tomato paste or tomato sauce (don't count 'no added salt' tomatoes)
- Cheese
- Seasoned, cured, pickled or brined products (e.g. bacon, ham, sausage, olives, pickles)
- Canned beans, lentils or vegetables
- Prepackaged breaded, battered or sauced meat, poultry or fish
- Bread, buns, pitas, tortillas, roti or other bread products
- Pizza crust or dough

Calculate sodium in your recipe

1. If you add salt to your recipe (any kind including seasoning salt):
 - Multiply the number of ml of salt in your recipe by 475 to get the amount of sodium (in mg) it contributes to your recipe (e.g. 1 tsp = 5 ml x 475 = 2375 mg)
2. For the remaining key sources of sodium:
 - Look at the Nutrition Facts table to see how much sodium (in mg) is in a serving
 - Compare the serving size at the top of the Nutrition Facts table to the amount in your recipe and use this to calculate how much sodium the ingredient contributes to your recipe



Scoring tip: To reduce the sodium in your recipe use unseasoned whole cuts of meat. If using cheese, use small amounts. Load pizza with vegetables and skip the processed meats. Try cooked whole meats such as chicken breast, lean ground meat (drained) or shrimp on pizza or in sandwiches. Canned tuna or salmon, egg, chickpea curry or house made bean spreads are other lower sodium options for sandwiches.

For more information contact
HealthLink BC – Dial 8-1-1



Mixed Entrées, Sandwiches, Wraps, Pitas, Burgers and Pizza

Sodium

Reducing sodium (cont.)

3. Add up the sodium that each product contributes to the recipe
4. If salt is added to pasta water include an extra 200 mg of sodium for every 100 g of raw pasta that is cooked
5. Divide this result by the number of servings your recipe serves

Does your recipe have 900 mg or less of sodium per serving sold?

☐ Yes ☐ No

Protein

Providing protein



Scoring tips: Add plant-based protein to your recipe with beans, lentils and tofu. Replace some or all of the meat with legumes or tofu in recipes such as shepherd's pie, curry, stirfry and casseroles.

Does your recipe have at least one protein-rich ingredient such as meat, fish, poultry, beans, lentils, chickpeas, eggs, tofu, nuts, seeds or cheese?

☐ Yes ☐ No

Fat

Using small amounts of fat

Is your recipe cooked in a method other than deep fat frying?

☐ Yes ☐ No

Is the fat drained off ground meat after cooking? (If you are not using ground meat, check 'yes')

☐ Yes ☐ No

For more information contact [HealthLink BC](#) – Dial 8-1-1

Fat

When your recipe includes any of the ingredients below, follow the numbered instructions.

- Vegetable oil
- Salad dressing
- Cheese
- Cream
- Pesto
- Pastry
- Butter or margarine
- Mayonnaise
- Sour Cream
- Cream Cheese
- Chips or prepackaged crispy noodles

1. For each ingredient above:
 - Look at the product's food label and see how much fat (in g) is in a serving
 - Compare the serving size at the top of the food label to the amount in your recipe and use this to calculate how much fat is in the amount you use
2. Add up the fat that each product contributes to the recipe
3. Divide this result by the number of servings your recipe serves



Does your recipe have 17 g of fat or less per serving sold?

☐ Yes ☐ No

For more information contact **HealthLink BC – Dial 8-1-1**

The Checklist: Scoring Freshly Made Food and Beverages

Side Dishes



This category is for scoring non-dessert dishes that have core ingredients from 2 or more food groups from Canada's Food Guide, are NOT served as the main part of a meal and don't fit in the single food categories.

Examples: broccoli and cauliflower gratin, greek salad, pasta salad

Note: If you are heating a prepackaged product and not adding any other ingredients to it, score it using the Nutrient Criteria.

If your recipe contains other recipes (e.g. freshly made tomato sauce used in a pasta recipe), include all the ingredients from the other recipes (e.g. freshly made tomato sauce) that are found in the 'Key Sources of Sodium' and 'Key Sources of Fat' sections in your calculations.

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Sodium

Reducing sodium

When your recipe includes any of the ingredients below, follow the numbered instructions. Otherwise, move on to 'Using small amounts of fat'.

Key Sources of Sodium

- Salt
- Prepackaged sauces, margarine, condiments or spice mixes (e.g. steak spice)
- Prepackaged stock, broth, soup or powdered soup mix
- Canned tomatoes, tomato paste or tomato sauce (don't count 'no added salt' tomatoes)
- Cheese
- Seasoned, cured, pickled or brined products (e.g. bacon, ham, sausage, olives, pickles)
- Bread and bread products
- Canned beans, lentils or vegetables
- Prepackaged breaded, battered or sauced meat, poultry or fish

Calculate sodium in your recipe

1. If you add salt to your recipe (any kind including seasoning salt):
 - Multiply the number of ml of salt in your recipe by 475 to get the amount of sodium (in mg) it contributes to your recipe (e.g. 1 tsp = 5 ml x 475 = 2375 mg)
2. For the remaining key sources of sodium:
 - Look at the Nutrition Facts table to see how much sodium (in mg) is in a serving
 - Compare the serving size at the top of the Nutrition Facts table to the amount in your recipe and use this to calculate how much sodium the ingredient contributes to your recipe



Scoring tips: Reduce the sodium in your recipe by using fresh herbs and dried spices to add flavour to dishes. Replace salty sauces such as soy, hoisin and fish sauce with lower sodium versions or use less of them.

For more information contact
HealthLink BC – Dial 8-1-1

The Checklist: Scoring Freshly Made Food and Beverages

Soup



This category is for scoring recipes for soup that is served as a side dish or snack.

Examples: tomato soup, vegetable soup, noodle soup, squash soup

If your recipe is served as the main part of a meal, score it under 'Mixed Entrées, Sandwiches, Wraps, Pitas, Burgers and Pizza'.

Note: If you are only adding water to reconstitute a powdered soup mix and are not adding other ingredients to the product, use the Nutrient Criteria to score the product.

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Sodium

Reducing sodium

When your recipe includes any of the ingredients below, follow the numbered instructions. Otherwise, move on to 'Using small amounts of fat'.

Key Sources of Sodium

- Salt
- Prepackaged sauces, margarine, condiments or spice mixes (e.g. steak spice)
- Prepackaged stock, broth, soup or powdered soup mix
- Canned tomatoes, tomato paste or tomato sauce (don't count 'no added salt' tomatoes)
- Cheese
- Canned beans, lentils or vegetables
- Seasoned, cured, pickled or brined products (e.g. bacon, ham, sausage, olives, pickles)

Calculate sodium in your recipe

1. If you add salt to your recipe (any kind including seasoning salt):
 - Multiply the number of ml of salt in your recipe by 475 to get the amount of sodium (in mg) it contributes to your recipe (e.g. 1 tsp = 5 ml x 475 = 2375 mg)
2. For the remaining key sources of sodium:
 - Look at the Nutrition Facts table to see how much sodium (in mg) is in a serving
 - Compare the serving size at the top of the Nutrition Facts table to the amount in your recipe and use this to calculate how much sodium the ingredient contributes to your recipe
3. Add up the sodium that each product contributes to the recipe
4. Divide this result by the number of servings your recipe serves

Does your recipe have 500 mg of sodium or less per serving sold?



Yes



No



Scoring tips: Reduce the sodium in your recipe by using low sodium stock bases. Try using $\frac{1}{2}$ the amount of stock base the recipe calls for. Try adding canned pumpkin to soup for added flavour and nutrients. Use no added salt tomato sauce or use no added salt tomatoes for lower sodium options. Add fresh herbs to soup just before serving to enhance flavour.

For more information contact
HealthLink BC – Dial 8-1-1

Soup

Fat

Using small amounts of fat

When your recipe includes any of the ingredients below, follow the numbered instructions.

Key Sources of Fat

- Vegetable oil
- Butter
- Sour cream
- Cheese
- Margarine
- Cream
- Cream cheese

Calculate fat in your recipe

1. For each ingredient above:
 - Look at the product's food label and see how much fat (in g) is in a serving
 - Compare the serving size at the top of the food label to the amount in your recipe and use this to calculate how much sodium is in the amount you use
2. Add up the fat that each product contributes to the recipe
3. Divide this result by the number of servings your recipe serves



Scoring tips: Reduce the fat in your recipe by using milk, fortified milk (4 parts skim milk to 1 part skim milk powder), or equal parts of low fat milk and evaporated milk instead of cream in your soups. Add potato and lots of vegetables to thicken broth-based soups. Blend them with a bit of milk once cooked to make them smooth.



Does your recipe have 7 g of fat or less per serving sold?



Yes



No

For more information contact
HealthLink BC – Dial 8-1-1

The Checklist: Scoring Freshly Made Food and Beverages

Side Sauces and Dips



This category is for scoring recipes for freshly made sauces or dips that are served on the side.

Examples: peanut satay dip, hummus, spinach dip, house made salad dressing served on the side

If a sauce is served on top of food or is mixed into a dish, score the sauce together with the food it will accompany, in the category that the food it will accompany falls into.

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Sodium

Reducing sodium

If your recipe includes any of the ingredients below, follow the numbered instructions. Otherwise, move on to 'Reducing sugar'.

Key Sources of Sodium

- Salt
- Prepackaged sauces, margarine, condiments or spice mixes (e.g. steak spice)
- Prepackaged stock, broth, soup or powdered soup mix
- Canned tomatoes, tomato paste or tomato sauce (don't count 'no added salt' tomatoes)
- Cheese
- Canned beans, lentils or vegetables
- Seasoned, cured, pickled or brined products (e.g. bacon, ham, sausage, olives, pickles)

Calculate sodium in your recipe

1. If you add salt to your recipe (any kind including seasoning salt):
 - Multiply the number of ml of salt in your recipe by 475 to get the amount of sodium (in mg) it contributes to your recipe (e.g. 1 tsp = 5 ml x 475 = 2375 mg)
2. For the remaining key sources of sodium:
 - Look at the Nutrition Facts table to see how much sodium (in mg) is in a serving
 - Compare the serving size at the top of the Nutrition Facts table to the amount in your recipe and use this to calculate how much sodium the ingredient contributes to your recipe
3. Add up the sodium that each product contributes to the recipe
4. Divide this result by the number of servings your recipe serves

Does your recipe have 200 mg or less of sodium per serving sold?



Yes



No



Scoring tip: Reduce the sodium in your recipe by emphasizing herbs, lemon juice, vinegars, spices, garlic, ginger and other flavourings rather than salty bottled sauces.

For more information contact HealthLink BC – Dial 8-1-1

Side Sauces and Dips



Sugars

Reducing sugar

Does your recipe have 10 ml or less of added sugars per serving sold (includes all sugars, honey, molasses and syrup)?

☐ Yes ☐ No

Fat

Using small amounts of fat

When your recipe includes any of the ingredients below, follow the numbered instructions.

Key Sources of Fat

- Vegetable oil
- Butter
- Salad dressing
- Sour cream
- Cheese
- Margarine
- Mayonnaise
- Cream
- Cream cheese

Calculate fat in your recipe

1. For each ingredient above:
 - Look at the product's food label and see how much fat (in g) is in a serving
 - Compare the serving size at the top of the food label to the amount in your recipe and use this to calculate how much sodium is in the amount you use
2. Add up the fat that each product contributes to the recipe
3. Divide this result by the number of servings your recipe serves



Scoring tips: Reduce the fat in your recipe by using plain yogurt as a base for salad dressings and spreads. Use greek yogurt or make yogurt cheese and use it instead of cream cheese or sour cream. (To make yogurt cheese: drain plain yogurt through cheesecloth or a coffee filter, overnight in the refrigerator).

Does your recipe have 10 g of fat or less per serving sold?

☐ Yes ☐ No

For more information contact
HealthLink BC – Dial 8-1-1

The Checklist: Scoring Freshly Made Food and Beverages

Beverages



This category is for scoring freshly made beverages.

Examples: smoothies, freshly squeezed juices, decaffeinated coffee and tea-based beverages

Note: If you are using a prepackaged product and not adding any other ingredients to it, score it using the Nutrient Criteria.

Answer each of the bolded questions in this category and select 'Yes' or 'No'.

- All '**Yes**' checkmarks = the recipe is scored as **Sell**
- Any '**No**' checkmarks = the recipe is scored as **Do Not Sell**

If your recipe is *Do Not Sell*, use the scoring tips or dial 8-1-1 to ask a Dietitian for help creating healthier options.

Portion Sizes

Serving healthy portion sizes

1. For beverages with milk, soy beverage or yogurt as the main ingredient:

Is the serving size 250 ml or less for Elementary schools or 500 ml or less for Middle/Secondary schools?

☐ Yes ☐ No

2. For all beverages with juice as the main ingredient:

Is the serving size 250 ml or less for Elementary schools or 360 ml or less for Middle/Secondary schools?

☐ Yes ☐ No

3. For all other beverages:

Is the serving size 600 ml or less?

☐ Yes ☐ No

For more information contact [HealthLink BC](#) – Dial 8-1-1

Beverages



Products

Using healthier prepackaged products

Fruit (fresh or frozen), 100% juice, plain milk, plain soy beverages, skim milk powder and plain yogurt are all Sell Most ingredients and do not need to be scored.

Do all remaining ingredients in your recipe (excluding spices and sugar) meet the Nutrient Criteria for Sell Sometimes or Sell Most?

☐ Yes ☐ No

Sugars

Reducing sugar

1. If your recipe is made with only unsweetened ingredients and contains no juice:

Does your recipe have 10 ml or less of added sugar (includes honey, syrups and fruit juice concentrate) per 250 ml serving (1 cup)?

☐ Yes ☐ No

OR

2. If your recipe is made with sweetened ingredients or is made with juice:



Scoring tips: Many flavoured yogurts are high in sugar and score as Do Not Sell. Use plain yogurt and add fruit to your recipe instead.

Does your recipe have no added sugar (includes honey, syrups and fruit juice concentrate)?

☐ Yes ☐ No

Sugar Subs.

Sugar substitutes

Is your recipe free of sugar substitutes? (In secondary schools sugar substitutes use is permitted so check 'Yes').

☐ Yes ☐ No

Caffeine

Caffeine

Is your recipe free of black tea, green tea and caffeinated coffee?

☐ Yes ☐ No

For more information contact [HealthLink BC](#) – Dial 8-1-1



NUTRIENT CRITERIA

The Nutrient Criteria are the minimum nutrition standards defined in the Guidelines. Prepackaged food and beverages with an ingredient list and Nutrition Facts table can be scored with the Nutrient Criteria.

SCORING PREPACKAGED FOOD & BEVERAGES

For more information contact
HealthLink BC – Dial 8-1-1

How to Use the Nutrient Criteria

1. Use the A-Z Food and Beverage List to determine which category to score your product in. Skip to the category, read the description and look at the example food and beverages in that group. If it doesn't fit, try another category or call 8-1-1 to get free help from a Registered Dietitian at HealthLink BC. Some food may fit into more than one category. Choose the category where your food scores the best.
2. Once you have selected the appropriate category, compare the information in the Nutrition Facts table and ingredient list on the package with the Nutrient Criteria. The standards are per portion size sold, unless otherwise indicated. Your food or beverage will score as *Sell Most*, *Sell Sometimes*, or *Do Not Sell*. For help with using the Nutrition Facts table and ingredient list on prepackaged food go to *Appendix B*.

A-Z Food and Beverage List

Food or Beverage	Food Category	Page
Almond beverage, fortified	<u>Milk and Alternative-Based Beverages</u>	52
Almonds, roasted, seasoned	<u>Meat and Alternatives</u>	50
Applesauce	<u>Vegetables and Fruit</u>	46
Bagels	<u>Grain Products</u>	47
Banana bread	<u>Grain Products</u>	47
Bannock	<u>Grain Products</u>	47
Beans, any variety	<u>Meat and Alternatives</u>	50
Beans & rice, as a side	<u>Side Dishes</u>	55
Bean salad, as a side	<u>Side Dishes</u>	55
Beef (fresh, frozen, seasoned)	<u>Meat and Alternatives</u>	50
Beef jerky	<u>Meat and Alternatives</u>	50
Biscuits	<u>Grain Products</u>	47
Bread	<u>Grain Products</u>	47
Breaded chicken	<u>Meat and Alternatives</u>	50
Breaded fish	<u>Meat and Alternatives</u>	50
Breakfast bagels	<u>Mixed Entrees</u>	54
Breakfast links or sausage	<u>Meat and Alternatives</u>	50
Broccoli with cheese sauce	<u>Side Dishes</u>	55
Brownies	<u>Grain Products</u>	47
Bulgur	<u>Grain Products</u>	47
Buns	<u>Grain Products</u>	47
Burger patties	<u>Meat and Alternatives</u>	50
Burrito	<u>Mixed Entrees</u>	54
Butter	<u>Condiments, Dressings, Dips and Spreads</u>	58
Cakes	<u>Grain Products</u>	47
Candy	<u>Confectionery</u>	59
Casseroles	<u>Mixed Entrees</u>	54
Cauliflower with cheese sauce	<u>Side Dishes</u>	55



Scoring tip: Your prepackaged food or beverage may have already been scored on the **Brand Name Food List**. If it is not already on the Brand Name Food List you can have a Registered Dietitian score your food and add it to the list by using the online 'submit an item' feature. Call 8-1-1 to get free help from a Registered Dietitian at HealthLink BC.



Food or Beverage	Food Category	Page
Cereal bars (e.g. rice krispie squares)	<u>Snack Bars and Trail Mixes</u>	57
Cereal, cold, prepackaged	<u>Prepackaged Hot and Cold Breakfast Cereals</u>	48
Cereal, hot, instant, prepackaged	<u>Prepackaged Hot and Cold Breakfast Cereals</u>	48
Chapatti	<u>Grain Products</u>	47
Cheese	<u>Milk and Alternative-Based Food</u>	49
Chicken (breaded, fresh, frozen, seasoned)	<u>Meat and Alternatives</u>	50
Chicken noodle soup	<u>Soups</u>	56
Chili	<u>Mixed Entrees</u>	54
Chocolate bars	<u>Confectionery</u>	59
Chocolate milk	<u>Milk and Alternative-Based Beverages</u>	52
Cinnamon buns	<u>Grain Products</u>	47
Coconut water or juice	<u>Vegetable and Fruit Juices</u>	51
Coffee	<u>Other Beverages</u>	53
Cookies	<u>Grain Products</u>	47
Corn chips	<u>Grain Products</u>	47
Couscous	<u>Grain Products</u>	47
Crackers	<u>Grain Products</u>	47
Cream cheese	<u>Condiments, Dressings, Dips and Spreads</u>	58
Cream of vegetable soup	<u>Soups</u>	56
Croissants	<u>Grain Products</u>	47
Curry	<u>Mixed Entrees</u>	54
Custard	<u>Milk and Alternative-Based Food</u>	49
Danishes	<u>Grain Products</u>	47
Deli meats	<u>Meat and Alternatives</u>	50
Doughnuts	<u>Grain Products</u>	47
Dried fruit	<u>Vegetables and Fruit</u>	46
Edamame (soybeans), seasoned	<u>Meat and Alternatives</u>	50
Electrolyte replacement drinks	<u>Other Beverages</u>	53
Energy bars	<u>Snack Bars and Trail Mixes</u>	57

Food or Beverage	Food Category	Page
Energy drinks	<i><u>Other Beverages</u></i>	53
English muffins	<i><u>Grain Products</u></i>	47
Falafel (i.e. balls made with chick peas and fava beans)	<i><u>Meat and Alternatives</u></i>	50
Fish (breaded, canned, fresh, frozen, seasoned)	<i><u>Meat and Alternatives</u></i>	50
Freezies, non-fruit juice based	<i><u>Confectionery</u></i>	59
Freezies, fruit juice based	<i><u>Vegetable and Fruit Juices</u></i>	51
French fries	<i><u>Vegetables and Fruit</u></i>	46
Frozen fruit bars	<i><u>Vegetables and Fruit</u></i>	46
Frozen soy-based desserts	<i><u>Milk and Alternative-Based Food</u></i>	49
Frozen yogurt	<i><u>Milk and Alternative-Based Food</u></i>	49
Fruit (canned, dried, fresh, frozen)	<i><u>Vegetables and Fruit</u></i>	46
Fruit bars	<i><u>Snack Bars and Trail Mixes</u></i>	57
Fruit & nut bars	<i><u>Snack Bars and Trail Mixes</u></i>	57
Fruit chips	<i><u>Vegetables and Fruit</u></i>	46
Fruit cups	<i><u>Vegetables and Fruit</u></i>	46
Fruit flavoured beverages	<i><u>Other Beverages</u></i>	53
Fruit gummies	<i><u>Vegetables and Fruit</u></i>	46
Fruit juice (100% fruit)	<i><u>Vegetable and Fruit Juices</u></i>	51
Fruit smoothies with milk or yogurt	<i><u>Milk and Alternative-Based Beverages</u></i>	52
Granola	<i><u>Prepackaged Hot and Cold Breakfast Cereals</u></i>	48
Granola bars	<i><u>Snack Bars and Trail Mixes</u></i>	57
Gravy	<i><u>Condiments, Dressings, Dips and Spreads</u></i>	58
Greek salad, as a side	<i><u>Side Dishes</u></i>	55
Gum	<i><u>Confectionery</u></i>	59
Hamburgers	<i><u>Meat and Alternatives</u></i>	50
Hash browns (i.e. fried potato)	<i><u>Vegetables and Fruit</u></i>	46
Hot chocolate made with milk, milk ingredients or plant-based beverages.	<i><u>Milk and Alternative-Based Beverages</u></i>	52
Hot dog wiener	<i><u>Meat and Alternatives</u></i>	50



Food or Beverage	Food Category	Page
Hummus	<i>Condiments, Dressings, Dips and Spreads</i>	58
Ice cream	<i>Milk and Alternative-Based Food</i>	49
Iced tea	<i>Other Beverages</i>	53
Instant cream of rice	<i>Prepackaged Hot and Cold Breakfast Cereals</i>	48
Instant cream of wheat	<i>Prepackaged Hot and Cold Breakfast Cereals</i>	48
Instant oatmeal	<i>Prepackaged Hot and Cold Breakfast Cereals</i>	48
Jams & jellies, served on the side	<i>Condiments, Dressings, Dips and Spreads</i>	58
Jamaican patties	<i>Mixed Entrees</i>	54
Jello	<i>Confectionery</i>	59
Juice, 100% fruit, vegetable or blend	<i>Vegetable and Fruit Juices</i>	51
Juice, fruit-flavoured, punch, drink	<i>Other Beverages</i>	53
Ketchup, served on the side	<i>Condiments, Dressings, Dips and Spreads</i>	58
Lasagna	<i>Mixed Entrees</i>	54
Legumes (peas, beans, lentils, soybeans)	<i>Meat and Alternatives</i>	50
Lemonade	<i>Other Beverages</i>	53
Luncheon meat	<i>Meat and Alternatives</i>	50
Macaroni & cheese	<i>Mixed Entrees</i>	54
Margarine, served on the side	<i>Condiments, Dressings, Dips and Spreads</i>	58
Mashed potato	<i>Vegetables and Fruit</i>	46
Mayonnaise, served on the side	<i>Condiments, Dressings, Dips and Spreads</i>	58
Meal replacement bars	<i>Snack Bars and Trail Mixes</i>	57
Meatballs	<i>Meat and Alternatives</i>	50
Meatloaf	<i>Meat and Alternatives</i>	50
Milk, plain & flavoured	<i>Milk and Alternative-Based Beverages</i>	52
Milkshakes	<i>Milk and Alternative-Based Beverages</i>	52
Muffins	<i>Grain Products</i>	47
Naan bread	<i>Grain Products</i>	47
Noodles, in a cup with broth	<i>Soups</i>	56
Noodles, seasoned	<i>Grain Products</i>	47
Noodle soup	<i>Soups</i>	56

Food or Beverage	Food Category	Page
Nuts (plain, seasoned, sugared)	<i>Meat and Alternatives</i>	50
Oatmeal, prepackaged, ready-to-eat	<i>Prepackaged Hot and Cold Breakfast Cereals</i>	48
Pancakes	<i>Grain Products</i>	47
Pasta with tomato, cream or cheese sauce	<i>Mixed Entrees</i>	54
Pasta salad, side	<i>Side Dishes</i>	55
Pasta sauce, cream or milk-based	<i>Condiments, Dressings, Dips and Spreads</i>	58
Pasta sauce, tomato-based	<i>Vegetables and Fruit</i>	46
Pastries	<i>Grain Products</i>	47
Peanuts (plain, roasted, seasoned)	<i>Meat and Alternatives</i>	50
Pepperoni stick	<i>Meat and Alternatives</i>	50
Pickles	<i>Condiments, Dressings, Dips and Spreads</i>	58
Pies & tarts	<i>Grain Products</i>	47
Pita bread	<i>Grain Products</i>	47
Pita chips	<i>Grain Products</i>	47
Pizza	<i>Mixed Entrees</i>	54
Pizza dough or crust	<i>Grain Products</i>	47
Pizza sauce, tomato-based	<i>Vegetables and Fruit</i>	46
Pop	<i>Other Beverages</i>	53
Popcorn (plain, flavoured or seasoned)	<i>Grain Products</i>	47
Popsicle, fruit based	<i>Vegetables and Fruit</i>	46
Popsicles, fruit juice based	<i>Vegetable and Fruit Juices</i>	51
Popsicle, non-fruit based	<i>Confectionery</i>	59
Pot pie	<i>Mixed Entrees</i>	54
Potato chips	<i>Vegetables and Fruit</i>	46
Potatoes (fresh, frozen, fried, roasted, seasoned)	<i>Vegetables and Fruit</i>	46
Pretzels	<i>Grain Products</i>	47
Pudding	<i>Milk and Alternative-Based Food</i>	49
Quiche	<i>Mixed Entrees</i>	54



Food or Beverage	Food Category	Page
Quinoa salad, as a side	<u>Side Dishes</u>	55
Rice (plain, seasoned)	<u>Grain Products</u>	47
Rice beverage, fortified	<u>Milk and Alternative-Based Beverages</u>	52
Rice cakes	<u>Grain Products</u>	47
Roti	<u>Grain Products</u>	47
Salad dressing, served on the side	<u>Condiments, Dressings, Dips and Spreads</u>	58
Salad, vegetables and dressing only	<u>Vegetables and Fruit</u>	46
Salad, vegetables with grains, side	<u>Side Dishes</u>	55
Salad, vegetables with grains and meat or alternative, meal-size	<u>Mixed Entrees</u>	54
Salsa, served on the side	<u>Condiments, Dressings, Dips and Spreads</u>	58
Sandwiches	<u>Mixed Entrees</u>	54
Sausages	<u>Meat and Alternatives</u>	50
Scalloped potatoes	<u>Side Dishes</u>	55
Scones	<u>Grain Products</u>	47
Seeds (plain, seasoned, sugared)	<u>Meat and Alternatives</u>	50
Smoothies (with milk ingredients)	<u>Milk and Alternative-Based Beverages</u>	52
Smoothies (with fruit & vegetable ingredients)	<u>Vegetable and Fruit Juices</u>	51
Soft drinks	<u>Other Beverages</u>	53
Soup, hearty, meal-sized	<u>Mixed Entrees</u>	54
Soup, vegetable-based soups served as a side dish (e.g. cream of asparagus, cream of carrot, lentil, etc)	<u>Soups</u>	56
Soy beverage, fortified	<u>Milk and Alternative-Based Beverages</u>	52
Soy sauce, served on the side	<u>Condiments, Dressings, Dips and Spreads</u>	58
Spaghetti with meatballs	<u>Mixed Entrees</u>	54
Sports bars	<u>Snack Bars and Trail Mixes</u>	57
Sports drinks	<u>Other Beverages</u>	53
Stew	<u>Mixed Entrees</u>	54
Stir fry, vegetable only	<u>Vegetables and Fruit</u>	46

Food or Beverage	Food Category	Page
Stir fry, vegetables with meat or alternative	<i>Mixed Entrees</i>	54
Sushi	<i>Mixed Entrees</i>	54
Taco shell	<i>Grain Products</i>	47
Tea	<i>Other Beverages</i>	53
Tempeh	<i>Meat and Alternatives</i>	50
Toaster pastries	<i>Grain Products</i>	47
Tofu (plain, seasoned, dessert-style)	<i>Meat and Alternatives</i>	50
Tomatoes, canned	<i>Vegetables and Fruit</i>	46
Tomato juice	<i>Vegetable and Fruit Juices</i>	51
Tomato sauce, canned or jarred	<i>Vegetables and Fruit</i>	46
Tomato soup	<i>Soups</i>	56
Tortilla chips	<i>Grain Products</i>	47
Tortilla wrap	<i>Grain Products</i>	47
Trail mix	<i>Snack Bars and Trail Mixes</i>	57
Turkey (fresh, frozen, breaded, seasoned)	<i>Meat and Alternatives</i>	50
Vegetable chips	<i>Vegetables and Fruit</i>	46
Vegetable juice cocktail	<i>Vegetable and Fruit Juices</i>	51
Vegetable salads	<i>Vegetables and Fruit</i>	46
Vegetable soup	<i>Soups</i>	56
Vegetarian burger patties, ground round, meatballs	<i>Meat and Alternatives</i>	50
Vitamin enhanced water	<i>Other Beverages</i>	53
Waffles	<i>Grain Products</i>	47
Water (plain, flavoured, still, sparkling)	<i>Other Beverages</i>	53
Wieners (beef, pork, chicken or turkey)	<i>Meat and Alternatives</i>	50
Wraps (sandwich-style)	<i>Mixed Entrees</i>	54
Yogurt (plain, flavoured, frozen)	<i>Milk and Alternative-Based Food</i>	49
Yogurt drinks	<i>Milk and Alternative-Based Beverages</i>	52

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Vegetables and Fruit



Food in this category has a fruit or vegetable as the first ingredient (not including water).

- Juice and concentrated fruit juice are scored in the 'Vegetable and Fruit Juice' beverage category.

Examples of Food Scored in this Category:

Applesauce, dried seaweed, dried fruit, french fries, frozen fruit bars, fruit cups, fruit gummies, fruit or vegetable chips, hash browns, mashed potatoes, roasted potatoes, vegetable-only salad with dressing, vegetable-only stir fry.

All fresh and unprocessed vegetables and fruit score as Sell Most.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Fat	5 g or less		More than 5 g
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	140 mg or less	300 mg or less	More than 300 mg
Sugars	20 g or less	30 g or less	More than 30 g
Sugar Ingredients	First ingredient may not be a sugar	First ingredient may not be a sugar	First ingredient is a sugar
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Grain Products



Food in this category has a grain listed as the first or second ingredient (not including water). Some examples of grain ingredients include flour, oats, barley, rice and bran.

- Granola bars and cereal bars are scored in the 'Snack Bars and Trail Mixes' category.
- Cereals are scored in the 'Prepackaged Hot and Cold Breakfast Cereals' category.

Examples of Food Scored in this Category:

Bagels, bread, buns, cakes, chapatti, cookies, crackers, doughnuts, english muffins, loaves, muffins, naan, pancakes, pita bread, pizza crust, pretzels, rice cakes, seasoned or sauced noodles, pasta or rice, toaster pastries, tortilla chips, tortilla wraps, waffles.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
<u>Whole Grain</u>	First ingredient must be a whole grain (not including water, fruit or vegetable)	No whole grain criteria	No whole grain criteria
<u>Fat</u>	5 g or less	7 g or less	More than 7 g
<u>Saturated Fat</u>	3 g or less		More than 3 g
<u>Trans Fat</u>	5% or less of total fat		More than 5% of total fat
<u>Sodium</u>	350 mg or less	450 mg or less	More than 450 mg
<u>Sugars</u>	6 g or less <i>*If fruit is the first or second ingredient may have up to 14 g sugar</i>	16 g or less <i>*If fruit is the first or second ingredient may have up to 20 g sugar</i>	More than 16 g <i>*If fruit is the first or second ingredient product has more than 20 g of sugar.</i>
<u>Sugar Ingredients</u>	First ingredient may not be a sugar	First ingredient may not be a sugar	First ingredient is a sugar
<u>Sugar Substitutes</u>	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
<u>Caffeine</u>	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
<u>Additional Ingredients</u>	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Prepackaged Hot and Cold Breakfast Cereals



Food in this category includes prepackaged cold breakfast cereals or prepackaged hot cereal mixes.

Examples of Food Scored in this Category:

Ready-to-eat cold cereals, instant cream of rice, instant cream of wheat, instant oatmeal.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
<u>Whole Grain</u>	First ingredient must be a whole grain (not including water or fruit)	No whole grain criteria	No whole grain criteria
<u>Fat</u>	5 g or less	7 g or less	More than 7 g
<u>Saturated Fat</u>	3 g or less		More than 3 g
<u>Trans Fat</u>	5% or less of total fat		More than 5% of total fat
<u>Sodium</u>	200 mg or less	300 mg or less	More than 300 mg
<u>Sugars</u>	6 g or less <i>*If fruit is the first or second ingredient may have up to 14 g sugar</i>	16 g or less <i>*If fruit is the first or second ingredient may have up to 20 g sugar</i>	More than 16 g <i>*If fruit is the first or second ingredient product has more than 20 g of sugar.</i>
<u>Sugar Ingredients</u>	First ingredient may not be a sugar	First ingredient may not be a sugar	First ingredient is a sugar
<u>Sugar Substitutes</u>	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
<u>Caffeine</u>	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
<u>Additional Ingredients</u>	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Milk and Alternative-Based Food



Food in this category has milk or milk ingredients as the first ingredient. Some examples of milk ingredients include cream, evaporated milk, milk, modified milk ingredients, milk solids, skim milk powder, whey. Fortified plant based yogurts and cheeses are also scored in this group.

Examples of Food Scored in this Category:

Cheese, custard, frozen soy-based desserts, frozen yogurt, gelato, ice cream, pudding, yogurt.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Fat	15 g or less		More than 15 g
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	350 mg or less	450 mg or less	More than 450 mg
Sugars	13 g or less	20 g or less	More than 20 g
Calcium	10% DV or more	5% DV or more	Less than 5% DV
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes <i>except</i> in Secondary Schools	Contains Sugar Substitutes <i>except</i> in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Meat and Alternatives



Food in this group has a meat or alternative as the first or second ingredient.

- All protein bars and trail mixes (i.e. mixes of two or more of: fruit, nut/seed, or grains) are scored in the 'Snack Bars and Trail Mixes' category.

Examples of Food Scored in this Category:

Breaded fish, burger patties, chicken fingers, hot dogs, luncheon meats, meatloaf, plain or seasoned nuts, plain or seasoned seeds, sausages, seasoned chicken, seasoned tofu, Swedish meatballs, tuna salad, veggie breakfast links, veggie burger patties.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Calories	250 calories or less	350 calories or less	More than 350 calories
Fat	12 g or less (If peanuts, nuts or seeds are the 1st or 2nd ingredient, it is exempt from the fat criteria)	16 g or less (If plain or seasoned peanuts, nuts or seeds are the 1st or 2nd ingredient, it is exempt from the fat criteria)	More than 16 g
Saturated Fat	5 g or less	7 g or less	More than 7 g
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	250 mg or less (Peanut, nut and seed products must have 200 mg or less)	450 mg or less (Peanut, nut and seed products must have 300 mg or less)	More than 450 mg (Peanut, nut and seed products with more than 300 mg)
Sugars	4 g or less	8 g or less	More than 8 g
Protein	7 g or more (Peanut, nut and seed products are exempt from protein criteria)	5g or more (Peanut, nut and seed products are exempt from protein criteria)	Less than 5 g (Peanut, nut and seed products are exempt from protein criteria)
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Vegetable and Fruit Juices



Beverages in this category have a vegetable or fruit juice, or a vegetable or fruit puree as the first ingredient (not including water).

Examples of Beverages Scored in this Category:

Frozen fruit juice/puree bars, fruit cocktails, fruit juice, fruit juice smoothies, fruit & vegetable juice blends, tomato juice, vegetable juice.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Serving Size	No juices fit in this category	Elementary 250 ml or less	Elementary More than 250 ml
		Secondary/Middle Schools 360 ml or less	Secondary/Middle Schools More than 360 ml
Fat		5 g or less	More than 5 g
Trans Fat		5% or less of total fat	More than 5% of total fat
Added Sugars		No Added Sugars (“concentrated fruit juice” is considered an added sugar if it is not preceded by water in the ingredient list)	Added Sugars (“concentrated fruit juice” is considered an added sugar if it is not preceded by water in the ingredient list)
Sodium		200 mg or less per 250ml	More than 200 mg per 250ml
Sugar Substitutes		NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine		15 mg or less	More than 15 mg or ‘caffeine’ listed in ingredient list and amount not indicated on label
Additional Ingredients		NO cautionary statements and NO specific quantity of botanical ingredients listed on the label	Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Milk and Alternative Beverages



Beverages in this category have milk or milk ingredients listed as the first ingredient. Fortified plant-based beverages are also scored in this group.

Examples of Beverages Scored in this Category:

Almond beverage, plain and flavoured milk, rice beverage, soy beverage, yogurt drinks.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Serving Size	Elementary Schools 250 ml or less Middle/Secondary Schools 500 ml or less		Elementary Schools More than 250 ml Middle/Secondary Schools More than 500 ml
Fat	5 g or less per 250 ml	10 g or less per 250 ml	More than 10 g per 250 ml
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	150 mg or less per 250 ml	250 mg or less per 250 ml	More than 250 mg per 250 ml
Sugars	13 g or less per 250 ml	20 g or less per 250 ml	More than 20 g per 250 ml
Protein	6 g or more per 250 ml	Less than 6 g per 250 ml	No criteria
Calcium	30% DV or more per 250 ml	20% DV or more per 250 ml	Less than 20% DV per 250 ml
Vitamin D	44% DV or more per 250 ml	Less than 44% DV per 250 ml	No criteria
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Other Beverages



Beverages in this category are non-juice, non-milk based drinks.

- Fortified plant-based beverages are scored in the 'Milk and Alternative Beverages' category.

Examples of Beverages Scored in this Category:

Bottled water, flavoured water, fruit-flavoured drinks, iced tea, soft drinks, sparkling water, sport/electrolyte drinks, vitamin-enhanced water.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Serving Size	No beverage other than plain water (still or carbonated) fits in this category.	600 ml or less	More than 600 ml
Fat		3 g or less	More than 3 g
Trans Fat		5% or less of total fat	More than 5% of total fat
Sodium		200 mg or less per 250ml	More than 200 mg per 250ml
Sugars		8 g or less	More than 8 g
Sugar Substitutes		NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine		15 mg or less	More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients		NO cautionary statements and NO specific quantity of botanical ingredients listed on the label	Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Mixed Entrees



Food in this category contains core ingredients from two or more food groups and does not fit into the single food categories. These foods are served as the main part of a meal. Hearty soups such as minestrone and fish chowders served as the main part of a meal are scored in this category. Smaller portions of these foods that are not served as the main part of a meal should be scored in the 'Side Dishes' category.

Examples of Food Scored in this Category:

Breakfast bagels, burritos, chili, curries, lasagna, macaroni & cheese, meal-style salads, pizza, samosas, sandwiches, spaghetti with meatballs, stews, stir fries, sushi, tofu with noodles, tofu with noodles, wraps, chicken enchiladas, paella, shepherd's pie, seafood casserole, taco salad.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Whole Grain	If first ingredient is a grain, the grain must be a whole grain	No whole grain criteria	No whole grain criteria
Fat	17 g or less		More than 17 g
Saturated Fat	5 g or less	8 g or less	More than 8 g
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	700 mg or less	900 mg or less	More than 900 mg
Sugars	24 g or less		More than 24 g
Protein	10 g or more		Less than 10 g
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Side Dishes



Food in this category contains ingredients from more than one food group. These foods are sold in smaller portions and are not served as the main part of a meal.

Examples of Food Scored in this Category:

Beans and rice, bean salad, broccoli or cauliflower with cheese, Greek salad, green salad with seeds or cheese, half-portion of a sandwich or wrap, noodle sides, quinoa salad, rice pilaf, scalloped potatoes, vegetable casserole.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Whole Grain	If first ingredient is a grain, the grain must be a whole grain	No whole grain criteria	No whole grain criteria
Calories	300 calories or less		More than 300 calories
Fat	8 g or less		More than 8 g
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	350 mg or less	450 mg or less	More than 450 mg
Sugars	12 g or less		More than 12 g
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Soups



Food in this category includes dry, canned and fresh soups.

- Hearty meal-style soups sold as the main part of a meal are scored in the 'Mixed Entrees' category.

Examples of Food Scored in this Category:

Chicken noodle soup, cream of vegetable soup, tomato soup, vegetable soup, wonton soup.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Fat	4 g or less	7 g or less	More than 7 g
Saturated Fat	2 g or less	3 g or less	More than 3 g
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	400 mg or less	500 mg or less	More than 500 mg
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Snack Bars and Trail Mixes



Food in this category includes bar-type snacks and trail mixes.

- Trail mixes scored here include mixes of more than one of: fruit, nut/seed or grains.
- Nut and/or seed-only mixes (plain, sugared or seasoned) are scored in the 'Meat and Alternatives' category.

Examples of Food Scored in this Category:

Cereal bars, fruit bars & leathers, fruit & nut bars, granola bars, meal replacement bars, protein bars, sports bars.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Whole Grain	If first ingredient is a grain, the grain must be a whole grain	No whole grain criteria	No whole grain criteria
Calories	300 calories or less		More than 300 calories
Fat	5 g or less (If peanuts, nuts or seeds are the first or second ingredient, it is exempt from the fat criteria)	7 g or less (If peanuts, nuts or seeds are the first or second ingredient, it is exempt from the fat criteria)	More than 7 g
Saturated Fat	3 g or less		More than 3 g
Trans Fat	5% or less of total fat		More than 5% of total fat
Sodium	200 mg or less	300 mg or less	More than 300 mg
Sugars	6 g or less *If fruit is the first or second ingredient may have up to 20 g sugar.	16 g or less *If fruit is the first or second ingredient may have up to 30 g sugar.	More than 16 g *If fruit is the first or second ingredient product has more than 30 g of sugar.
Sugar Ingredients	First ingredient may not be a sugar	First ingredient may not be a sugar	First ingredient is a sugar
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Condiments, Dressings, Dips and Spreads



Food in this category includes condiments, dressings, dips and spreads that are served **on the side** with meals.

- When used as an ingredient in a food or beverage, score as a whole dish in the appropriate food or beverage category.

Examples of Food Scored in this Category:

Barbeque sauce, butter, cream cheese, honey, ketchup, margarine, mayonnaise, salad dressings, salsa, sour cream, soy sauce.

Does the prepackaged product meet the Nutrient Criteria?

All amounts are per portion size sold, unless indicated

	Sell Most	Sell Sometimes	Do Not Sell
Fat	10 g or less		More than 10 g
Trans Fat	5% or less of total fat (soft spreadable margarine and oil must have 2% or less of total fat)		More than 5% of total fat (soft spreadable margarine and oil must have 2% or less of total fat)
Sodium	200 mg or less		More than 200 mg
Sugars	8 g or less		More than 8 g
Sugar Substitutes	NO Sugar Substitutes	NO Sugar Substitutes except in Secondary Schools	Contains Sugar Substitutes except in Secondary Schools
Caffeine	15 mg or less		More than 15 mg or 'caffeine' listed in ingredient list and amount not indicated on label
Additional Ingredients	NO cautionary statements and NO specific quantity of botanical ingredients listed on the label		Food label has a cautionary statement or a specific quantity of botanical ingredients listed on the label

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Confectionery (e.g. candies, chocolates, gum)



Food in this category does not contain a major ingredient from any of the four food groups in Canada's Food Guide.

- No candies, chocolates or sugar containing gum products are permitted for sale in B.C. schools as they are high in sugar and/or fat and low in nutritional value.
- Only sugar-free gum can be sold in Secondary Schools if permitted by the school administration.

Examples of Food Scored in this Category:

Candies, chewing gum, chocolate bars, gummies, gelatin desserts (e.g. jello), licorice, popsicles and freezies if not prepared with fruit or fruit juice.

Nutrient Criteria: Scoring Prepackaged Food and Beverages

Natural Health Products (e.g. vitamin and mineral-enhanced beverages)



Natural health products (NHPs) are not permitted for sale in B.C. schools. NHPs are not regulated as food under Canada's Food and Drug Regulations. They are similar to medications in that they are intended to be consumed for specific conditions and in limited doses.

Examples of NHPs:

- Some vitamin and mineral enhanced beverages
- Some protein powders

Currently many of the food and beverage products previously regulated as Natural Health Products (e.g. caffeinated energy drinks, vitamin and mineral waters) are being transitioned into the *Food and Drug Regulations*. As part of this transition, Health Canada is collecting market and consumer use data on these products, which will inform future amendments to the *Food and Drug Regulations*. These amendments will set minimum and maximum amounts for added vitamins, minerals and other active ingredients and establish labelling requirements for these types of products. As a precautionary step, **products that include any of the following pieces of information on the label are not permitted for sale in B.C. schools:**

1. Cautionary or warning statements (e.g. "Do not consume more than 'X' servings daily", "Use 'X' servings maximum daily", "Not recommended for children").
2. A declared amount of a botanical or herbal ingredient (e.g. 'X' mg Energy Blend, ginseng, ginkgo biloba, milk thistle, guarana seed extract, grape skin extract, or Coenzyme Q10).



Three ways to identify a Natural Health Product:

1. Look for a NPN/DIN-HM or EN number on the package
2. Look for the words *Recommended Dose*, *Medicinal Ingredients* and *Non-medicinal Ingredients* on the package.
3. Search for the product in the [Licensed Natural Health Products Database](#).



FACT SHEETS

Table of Contents

*Involving Everyone in
Implementing the Guidelines*

*Boosting the Sales of
Nutritious Food in Schools*

*Stock Vending Machines and
Stores with Healthy Food and
Beverages*

*Food Fundraiser Ideas for
Schools*

*Selling Food and Beverages at
School Sporting Events*

*Planning Healthy Cafeteria
Menus*

*Making Bake Sales Delicious
and Nutritious*

Guidelines for Food & Beverage Sales in B.C. Schools

Involving Everyone in Implementing the Guidelines



HealthyFamiliesBC



Introduction

All members of the school community need to work together to build a healthy school that supports healthy eating. A healthy school environment includes healthy eating. Students can provide great ideas that can be included in the planning process. Involve students in helping to decide which policies, actions and food and beverage options are best for their school. Students, teachers, parents, administrators and food service providers can promote and model healthy eating behaviours at school, during after school activities and at home. Everyone can take action to promote healthy eating and implement the Guidelines for Food and Beverage Sales in B.C. Schools.

Here are some examples of what these groups can do:

Students

- ✓ Start a student advisory group. Advocate for healthy food and beverage choices in the cafeteria, vending machines, school stores and at school events.
- ✓ Voice your opinion. Participate in events such as taste testing of potential cafeteria recipes for menu planning and filling out surveys about what healthy food should be available in the schools and at events.
- ✓ Raise awareness in your school about the impacts of marketing unhealthy food and beverages to students.
- ✓ For more information about how to take action and apply the Guidelines, check out these resources:

- [*Boosting the Sales of Nutritious Food in Schools*](#)

- [*Planning Healthy Cafeteria Menus*](#)



Parents

- ✓ Get involved. Join a committee to support a healthy school nutrition policy and the implementation of the Guidelines in all school food venues.
- ✓ Assess your school. See where students may be exposed to marketing of unhealthy food or beverages. Consider ways your school may restrict the influences of marketing.



- ✓ Use the **Checklist** when preparing freshly made food to be sold at school events such as bake sales. You can also use pre-scored recipes from **Bake Better Bites** and **Tips and Recipes for Quantity Cooking**.
- ✓ Involve students in food preparation for school events and talk to them about the four food groups from **Eating Well with Canada's Food Guide**.
- ✓ For information on how to take action in implementing the Guidelines, see:
 - **Selling Food and Beverages at School Sporting Events**
 - **Making Bake Sales Delicious and Nutritious**

Teachers

- ✓ Choose nutrition education strategies that are hands-on. Encourage students to work with food service staff and food and beverage vendors on marketing healthier food as part of school projects.
- ✓ Use the Guidelines in class projects. For example, students can apply their math, writing and business skills by evaluating and reporting on food and beverage items' taste, price, appeal and compliance with the **Nutrient Criteria** and **Checklist**.
- ✓ Use a **Comprehensive School Health** approach to find opportunities for healthy eating across the whole school
- ✓ Teach students about healthy eating principles and growing, preparing and composting food.
- ✓ Teach students about local food systems through **Farm to School** programs. Many resources are already available to guide program start-up.
- ✓ Encourage parents to refer to the Guidelines to support healthier choices when they are participating in school events where food and beverages are sold such as sporting events, bake sales and other school fundraising events.
- ✓ Arrange for a nutrition workshop that incorporates the Guidelines as part of professional development activities, such as the one offered through **Action Schools! BC**.
- ✓ Engage a group of students to start a committee for healthy eating action in the school.
- ✓ Advocate for the inclusion of healthy eating in school goals and policies.
- ✓ Launch or participate in a **Healthy Schools Network** inquiry process.





School Administrators

- ✓ Form a committee to develop and monitor healthy school policies. Include at least one representative from each of the following groups: school administration, parents, students, teachers, food service staff and school support staff.
- ✓ Partner with the school board and district to promote the implementation of the Guidelines by working with food and beverage vendors in your district.
- ✓ Support school-wide nutrition education.
- ✓ Consider ***building on the Guidelines*** to include other policies such as restricting the marketing of unhealthy food and beverages in your school.
- ✓ Encourage and work with teachers to integrate nutrition education materials and the Guidelines throughout the curriculum and in student school projects and presentations. Promote and support the use of available teaching tools. Provide teachers with the time and resources to learn and apply these tools in the classroom.
- ✓ Integrate healthy eating into school goals or policies.
- ✓ Participate in the ***B.C. School Fruit and Vegetable Nutritional Program***, begin a ***Farm to School*** program and register with ***Action Schools! BC***.
- ✓ Promote the ***Healthy Schools Network*** inquiry process to school staff.
- ✓ Designate half of a Pro-D day to school-wide planning and discussion about supporting healthy eating.

Food Service Providers:

- ✓ Provide a variety of healthy food that incorporates the four food groups from ***Eating Well with Canada's Food Guide***. Make sure to reflect student preferences and cultural backgrounds.
- ✓ Score food and beverages using the Guidelines. For freshly made food, use the ***Checklist*** to score recipes and use the ***Nutrient Criteria*** to score prepackaged food.
- ✓ Use recipes from ***Bake Better Bites*** and ***Tips and Recipes for Quantity Cooking*** to provide healthy menu options.
- ✓ Provide appropriate serving sizes and avoid "super sizing."
- ✓ Involve students and teachers in developing marketing techniques for new menu items.
- ✓ Work with students and parents to select and evaluate menus. Use strategies such as taste testing and client satisfaction surveys.
- ✓ For more information on how to take action in implementing the Guidelines check out these resources:

• ***Boosting the Sales of Nutritious Food in Schools***

• ***Planning Healthy Cafeteria Menus***



Guidelines for Food & Beverage Sales in B.C. Schools

Stock Vending Machines and Stores with Healthy Food and Beverages



To help stock your vending machine or store with healthy food and beverage options, follow **the three S's**:

- ✓ **Stock:** Take stock and make a list of the products currently found in each of your vending machines and school stores. Use the Scorecard feature of the [Brand Name Food List](#) or an audit form such as the [Food and Beverage Stock List](#).
- ✓ **Score:** To score the food and beverage products as *Sell Most*, *Sell Sometimes* and *Do Not Sell*, use the Nutrient Criteria in the Guidelines or the [Brand Name Food List](#). Score vending machine and school store products for each machine and each school store. Separate food scoring from beverage scoring.
- ✓ **Strategize:** At least 50% of food and beverages sold should come from the *Sell Most* and up to 50% from the *Sell Sometimes* categories. Develop an implementation plan to apply the Guidelines to your vending machine and school store sales.

Your actions can support healthy eating:

- ✓ Consult with students to select vending machine and school store food and beverages. Choose items that they enjoy and that meet the nutrition standards in the Guidelines.
- ✓ Ask for samples from vendors and hold a tasting event for students, parents and teachers.
- ✓ Offer *Sell Most* food and beverage items at a lower price than the *Sell Sometimes* items.
- ✓ Promote *Sell Most* items by placing them at eye-level in vending machines or at the cashier in school stores.
- ✓ Promote *Sell Most* items by including them in school promotional materials such as posters or pamphlets.
- ✓ Negotiate with vendors so that they also promote healthier options with their advertisements. For example on their vending machines, uniforms, delivery trucks, etc.



FOOD FOR THOUGHT

There is power in numbers. School districts or large schools have more influence with food and beverage vendors. Districts can centralize vending services through a Request for Proposals (RFPs) that attracts vendors ready to meet the Guidelines.

Promote the Guidelines through engagement with the school community:

- ✓ Establish a school vending committee. Include at least one representative from each of the following groups: administrators, teachers, parents, support staff and students.
- ✓ Engage other parents and teachers in discussions about food and beverages stocked in school vending machines and stores. Provide regular updates (e.g. using notices or newsletters).

Work with vendors to meet the Guidelines:

- ✓ Use the contract process to select vendors who are proactive about identifying *Sell Most* or *Sell Sometimes* items and to adapt current vendor contracts to meet the Guidelines.
- ✓ Before signing an agreement with a vendor, ask:
 - For a list of items that will be stocked in each school vending machine and/or store, how they score according to the Checklist and Nutrient Criteria of the Guidelines and the total percentages of *Sell Most* and *Sell Sometimes*.
 - How stocking of vending machines and stores will be monitored and maintained (including how often they will be restocked, and how they will track “best before dates”)
 - How the vendor will report on sales (e.g. monthly, quarterly)
 - How the vendor will maintain and report on compliance with the Guidelines
- ✓ If vendors are not prepared to meet the Guidelines, contact School District Treasury staff to find out about the options for further action.

Draft an implementation plan:

A plan can help your Committee get organized by including information about your goals, strategies, timelines, persons responsible, etc.

Sample Implementation Plan			
Goal	Strategy	Timeline	Person
Ensure that at least 50% of items stocked in school vending machines are <i>Sell Most</i> and that less than 50% are <i>Sell Sometimes</i>	Perform an audit of school food and beverage vending machines	Quarterly	Parent Rep
Ensure that at least 50% of food and beverages stocked in school stores are <i>Sell Most</i> and that less than 50% are <i>Sell Sometimes</i>	Perform an audit of school stores	Monthly	Teacher Rep
Monitor sales from vending machines in order to refine pricing strategies	Produce reports of sales to refine pricing strategy	Quarterly	Vendor
Ensure that the vendor complies with the Guidelines	Create or modify contract with vendor to include use of Guidelines	March 2014	School Administrator

Where Can We Find Out More?

- ✓ HealthLink BC:
 - Speak to a Dietitian by dialing 8-1-1 or [Email a HealthLinkBC Dietitian](mailto:HealthLinkBC.Dietitian@healthlinkbc.ca)
 - www.HealthLinkBC.ca
- ✓ Brand Name Food List www.brandnamefoodlist.ca
- ✓ Food and Beverage Stock List, Ministry of Education www.bced.gov.bc.ca/health/stocklist_tool.pdf
- ✓ Generic template, Ministry RFP vending services, Ministry of Education
http://www.bced.gov.bc.ca/health/ministry_rfp_vending_services_2013.doc

Selling Food and Beverages at School Sporting Events



Provide healthy hydration:

- ✓ Suggest that students bring refillable water bottles to drink fluids before, during and after activity and play.
- ✓ Make water accessible to students at all times.
- ✓ Offer **at least 50%** of fluids from the *Sell Most* beverage category such as water, carbonated water, plain milk and unflavoured fortified soy beverage.
- ✓ Offer **up to 50%** of fluids as *Sell Sometimes* beverage category options such as 100% fruit and vegetable juices and reduced sugar chocolate milk.
- ✓ Before offering beverages such as sports drinks, consult the Nutrient Criteria for “Other Beverages”.

Signs of Dehydration

• Cramping	• Headache
• Hard to concentrate	• Dizziness
• Dry Mouth	• Goosebumps
• Looking flushed	• Nausea
• Weakness, Fatigue	• Feeling hot



FOOD FOR THOUGHT

Water is the best choice to satisfy thirst. Good hydration helps students feel energetic and alert.

Provide healthy meals and snacks:

- ✓ Choose whole and fresh food such as fresh fruit, whole grain bagels and nuts/seeds, to fuel and refuel instead of “sports food” such as protein/sports bars, sports drinks, gels and meal replacements.
- ✓ Only offer food and beverage items at sporting events with real food ingredients like oats, brown rice, dried fruit, nuts and seeds.
- ✓ Offer carbohydrate-rich meals and snacks made with whole grains, fresh fruit and vegetables and low-fat milk products. Carbohydrates are the main source of energy for all sports.
- ✓ Follow the Guidelines by offering at least 50% of prepackaged meal and snack options from the *Sell Most* and the rest from the *Sell Sometimes* categories.

- ✓ Make food labels available and visible so that students and parents can easily see if there are potential allergies/intolerances or conflicts with religious or food preferences.
- ✓ Consult with someone who is Food Safe certified to make sure the proper precautions are taken.
- ✓ Choose to sell food that is lower in sugar, sodium and fat from each of the four food groups.
- ✓ Offer meals 2 to 4 hours before activity and snacks 1 to 2 hours before sporting events for optimal health and performance.

Examples of Healthy Snacks for School Sporting Events

- | | |
|--|---|
| <ul style="list-style-type: none"> • Trail mix made with nuts, seeds and dried fruit • Mixed bean salad • Whole grain toast with peanut/almond butter • Whole grain crackers with cheese • Whole grain cereal bar with milk or plain yogurt | <ul style="list-style-type: none"> • Fresh green salad with grilled chicken • Fruit salad cup with water or 100% fruit juice • Lean meat on ½ a whole grain bun • Homemade smoothie made with plain yogurt, milk and fresh fruit • ½ bagel with cheese |
|--|---|

Act to support healthy eating:

- ✓ Involve students in choosing which food and drinks should be sold at sporting events from the *Sell Most* and *Sell Sometimes* categories.
- ✓ Offer *Sell Most* food and beverage items at a lower price than the *Sell Sometimes* items.

Where Can We Find Out More?

- ✓ HealthLink BC:
 - Speak to a Dietitian by dialing 8-1-1 or Email a HealthLinkBC Dietitian
 - www.HealthLinkBC.ca
- ✓ HealthLinkBC File #109Energy Drinks
- ✓ Food Safe Program: www.foodsafe.ca
- ✓ Caring About Food Safety (online food safety course): www.health.gov.bc.ca/protect/food-safety-courses.html
- ✓ Eating Well with Canada's Food Guide www.hc-sc.gc.ca/fn-an/food-guide-aliment/indexeng.php

Boosting the Sales of Nutritious Food in Schools



Place *Sell Most* or *Sell* items in the spotlight:

- ✓ Score your food and beverages using the Checklist for freshly made food or the Nutrient Criteria for prepackaged food.
- ✓ Stock a lot of water, plain milk and fortified unsweetened soy beverage and place them at the front of the beverage coolers and/or at eye-level.
- ✓ Put the healthiest options at the front of the food tray line or a food section (e.g. as the first hot entrées or the first dessert the student sees).
- ✓ Keep convenience and processed items like chips and cookies further out of students' reach or available by request from a food service worker.
- ✓ Place fruit near cashier and in full view.

Promote *Sell Most* and *Sell* items through signage and verbal cues:

- ✓ Have food service workers ask students which vegetable option they would like after they have been served an entrée.
- ✓ Have cashiers up-sell healthier items, for example, by asking students if they would like to buy some fruit as they go to pay for their meals.
- ✓ Create signs at the entrance of the cafeteria promoting a featured entrée that has been scored as a healthier option.
- ✓ Place healthiest meals and snacks at the top of the menu.

Make *Sell Most* and *Sell* items more appealing:

- ✓ Place fruit and vegetables in attractive containers and bowls.
- ✓ Package fruit and vegetable slices so they can be taken "on-the-go."
- ✓ Give the healthiest options more exciting names to increase visibility.
- ✓ Price healthiest food and beverage items lower than other options.
- ✓ Create combo deals, combining *Sell Most* items with popular *Sell Sometimes* items.



FOOD FOR THOUGHT

Make the healthiest choices attractive and convenient through placement and promotion in the school cafeteria. This will promote good nutrition with little to no effort or cost.

Act to support healthy eating:

- ✓ Partner with students to choose and promote healthy and tasty choices. Student involvement in menu planning is successful in increasing sales of healthier items.
- ✓ Engage students through activities such as creating the names for healthier menu items (e.g. “Crunchy Carrot Bites”).
- ✓ Ensure that all prepackaged food items sold score as *Sell Most* (at least 50%) or *Sell Sometimes* (less than 50%) and no items from the *Do Not Sell* category are sold.
- ✓ All freshly made food and beverages being sold to students should score as *Sell*.
- ✓ Turn popular choices such as pizza and burgers into *Sell Most*, *Sell Sometimes* or *Sell* items by using whole grain buns and crusts and other healthy ingredients.
- ✓ Refer to the Nutrient Criteria and Checklist for more tips on how to create healthier options.

Where Can We Find Out More?

- ✓ HealthLink BC:
 - Speak to a Dietitian by dialing 8-1-1 or Email a [HealthLinkBC Dietitian](mailto:HealthLinkBC.Dietitian@healthlinkbc.ca)
 - www.HealthLinkBC.ca
- ✓ Smarter lunchroom movement: <http://smarterlunchrooms.org/homepage>

Food Fundraiser Ideas for Schools



Offer healthier food at competitive prices:

- ✓ Let people know that your school supports healthy eating.
- ✓ Consider doing a survey to see what parents, students and community members would buy in the *Sell Most*, *Sell Sometimes* or *Sell* categories of food and beverages.
- ✓ List and score potential fundraising food and beverage menu options according to the nutrition standards in the Guidelines. Select items categorized as *Sell Most* or *Sell Sometimes* using the Nutrient Criteria for prepackaged food or as *Sell* using the Checklist for freshly made food.
- ✓ For prepackaged food, aim for at least 50% of food and beverages on the menu to meet the *Sell Most* criteria and for up to 50% to meet the *Sell Sometimes* criteria.
- ✓ All freshly made food and beverages being sold to students should score as *Sell*.
- ✓ Price healthiest food and beverage items lower than other options.
- ✓ Consider offering non-food items for sale and as prizes at events.

Act to support healthy eating:

- ✓ Form a fundraising team with at least one representative from each of the following groups: administrators, teachers, parents, support staff and students to share the workload for planning for events.
- ✓ Adapt favorite recipes to make food more nutritious by using resources such as [Bake Better Bites](#) and [Tips and Recipes for Quantity Cooking](#).
- ✓ Display healthier food and beverage choices more prominently and at student eye-level.
- ✓ Communicate your school's commitment to healthy eating through promotional materials such as lunch bags and logos.
- ✓ Offer sample products of healthy items to view and taste.
- ✓ For catered events, work with caterers to ensure that healthy options are included on the menu with 100% of all food and beverages for sale meeting the Nutrient Criteria or Checklist.



FOOD FOR THOUGHT

Fundraising events can include non-food items for sale and/or as prizes. Some examples are:

- Cookbooks made from recipes submitted by students and parents
- School spirit apparel such as scarves and t-shirts
- Flowers or hanging baskets
- School supplies like pens or glue sticks
- Seasonally themed items such as Christmas Tree decorations
- Water bottles with school logo
- Student artwork
- VIP parking spaces
- Stickers
- Puzzles
- Cards
- Ribbons and certificates
- Temporary tattoos
- Key chains
- Travel mugs
- School-made calendars

Provide healthier versions of favorite food:

A few examples of healthier food and beverages to serve and sell at school fundraising events include:

- ✓ Water, plain milk, fortified unsweetened soy beverage, reduced sugar chocolate milk, 100% fruit juices

- ✓ Fruit - whole, dried, or canned in 100% fruit juice
- ✓ 100% real juice popsicles
- ✓ Fresh vegetable sticks (e.g. served with one tablespoon of Italian or ranch dressing)
- ✓ Vegetarian pizza with whole wheat crust
- ✓ Baked potatoes with low-fat sour cream, cheese and chives
- ✓ Plain yogurt with fruit (no added sugar or sweeteners)
- ✓ Low-sodium 100% beef, turkey, or chicken dogs on whole wheat buns
- ✓ Low-sodium vegetarian or non-breaded fish burgers on whole wheat buns
- ✓ Chicken, black beans, corn and brown rice in whole wheat tortillas
- ✓ Wholegrain crackers and cheese or tuna snack packs

Keep food safe:

- ✓ Consult with someone who has **Food Safe certification** about how you plan to keep the food safe.
- ✓ Store cool perishable food at a temperature of 4°C or cooler.
- ✓ Store warm perishable food at a temperature of 60°C or warmer. Make sure that anyone preparing or serving food is handling the food properly (e.g. servers have hand-washing stations).
- ✓ Use single use plastic dishes and cutlery, or make sure that dishes and cutlery are washed and sanitized to Food Safe standards.

Where can we find out more?

- ✓ HealthLink BC:
 - Speak to a Dietitian by dialing 8-1-1 or [Email a HealthLinkBC Dietitian](#)
 - www.HealthLinkBC.ca
- ✓ Bake Better Bites: Recipes and Tips for Healthier Baked Goods, <http://www.healthyschoolsbc.ca/program/resources/56/19290/Bake-Better-Bites.pdf>
- ✓ Tips and Recipes for Quantity Cooking: Nourishing Minds and Bodies, <http://www.healthyschoolsbc.ca/program/resources/59/40617/Tips-and-Recipes.pdf>
- ✓ Brand Name Food List, www.brandnamefoodlist.ca
- ✓ Healthy Fundraising for Schools – A guide filled with fundraising ideas. (DASH BC), <http://www.healthyschoolsbc.ca/program/resources/47/45633/Healthy-Fundraising-For-Schools.pdf>
- ✓ Food Safe certification (online food safety course) www.health.gov.bc.ca/protect/food-safety-module/files/home.htm
- ✓ Food Safe Program, www.foodsafe.ca

Planning Healthy Cafeteria Menus



Include food choices from each of the four food groups from *Eating Well with Canada's Food Guide* at every meal:

- ✓ Vegetables and Fruit: Prepare meals with vegetables and/or fruit covering half of the plate or dish.
- ✓ Grain Products: Offer prepackaged products that score as *Sell Most* at lower prices than those that score as *Sell Sometimes*. Replace white flour with whole grain flour in recipes and look for prepackaged food listing 'whole grain' with the first ingredient on a label.
- ✓ Milk and Alternatives: Have milk and milk alternatives readily available for sale to students. Offer lower or non-fat milk (skim, 1% or 2%) as beverages and use lower-fat milk products as ingredients when preparing food.
- ✓ Meat and Alternatives: Use lean whole cuts of meat more often than processed meats. Try meat alternatives such as beans, lentils and tofu in various types of food such as salads and burgers.

Plan healthy menus:

- ✓ Include food from all four food groups in every meal and two food groups at each snack.
- ✓ Include vegetables in the main entrée and as a side dish at every meal.
- ✓ Include pre-cut fruit in every daily dessert menu.
- ✓ Use dark green and orange or yellow vegetables often.
- ✓ Use preparation techniques that do not require added fat such as grilling, barbecuing, boiling, baking, poaching or steaming.
- ✓ Make water and low-fat milk options available at every meal.
- ✓ Offer lentils, beans and tofu often.
- ✓ Offer fish (non-battered or non-fried) at least once a week.

Act to support healthy eating:

- ✓ Score freshly made food using the *Checklist*.
- ✓ Adapt favorite recipes to make food more nutritious by using resources such as *Bake Better Bites* and *Tips and Recipes for Quantity Cooking*.
- ✓ Score prepackaged food using the *Nutrient Criteria* or check the *Brand Name Food List* for products that have already been scored.
- ✓ Consult with students to do taste testing and help select food they enjoy.
- ✓ Offer *Sell Most* items at lower prices than *Sell Sometimes* for prepackaged items.



FOOD FOR THOUGHT

Fill menus with healthy food scored as *Sell Most* (prepackaged food) or *Sell* (freshly made) that include ingredients like:

- Whole grains
- Vegetables and fruits
- Legumes
- Fish
- Calcium-rich food such as milk and milk-based products
- Unsaturated fats
- Lean meats and poultry
- Water to quench thirst

- ✓ Use resources such as B.C.'s [*School Meal and School Nutrition Program Handbook*](#) for tips and menu ideas.

Showcase the great taste of healthier food while reducing sugar, sodium and fat:

- ✓ Retain fiber by washing but not peeling thin-skinned fruits and vegetables.
- ✓ Use reduced sodium options when choosing products such as canned vegetables, pasta sauces and soups or stocks.
- ✓ Choose no sugar added products for jams/jellies and fruits canned in their own juice or water.
- ✓ Add milk, buttermilk or yogurt instead of cream, sour cream or butter.
- ✓ Use sauces such as soy sauce, fish sauce and hoisin sauce that are labeled as reduced or low in sodium.
- ✓ Sweeten smoothies with fresh, canned, or frozen fruit instead of honey or sugar.
- ✓ Choose unprocessed meats.
- ✓ Offer lower-cost meat alternatives more often such as lentils and beans.
- ✓ Plan seasonal menus and serve B.C. products as often as possible.

Add little or no salt 'A little' added salt is:	
1 serving	10 servings
1/16 tsp 0.25 ml 0.3 g	½ tsp 2.5 ml 3 g
25 servings	50 servings
1 tsp 6 ml 7.5 g	2 tsp 12 ml 15 g

Instead of salt try:

- Being bold with flavourful vegetables like garlic, onions, shallots, ginger and leeks.
- Roasting veggies and meats. Browning adds a pleasant savoury taste to food.
- Adding fresh herbs just before serving (herbs lose flavour when cooked).
- Spicing it up. Experiment with spices like cinnamon, nutmeg, turmeric, cardamom, cumin, paprika and more.
- Being a hot shot. Give your dish some heat with crushed chili pepper.
- Adding tang with flavoured vinegars, orange, lemon or lime juice.
- Concentrating flavours by adding the minimum amount of water required for soups and sauces.
- Using milk, fruit juice, salt-free homemade stocks, low-sodium stocks or low-sodium vegetable juices instead of water.

Where Can We Find Out More?

- ✓ HealthLink BC:
 - Speak to a Dietitian by dialing 8-1-1 or [*Email a HealthLinkBC Dietitian*](#)
 - [*www.healthlinkbc.ca*](http://www.healthlinkbc.ca)
- ✓ Bake Better Bites: Recipes and Tips for Healthier Baked Goods, [*http://www.healthyschoolsbc.ca/program/resources/56/19290/Bake-Better-Bites.pdf*](http://www.healthyschoolsbc.ca/program/resources/56/19290/Bake-Better-Bites.pdf)
- ✓ Tips and Recipes for Quantity Cooking: Nourishing Minds and Bodies, [*http://www.healthyschoolsbc.ca/program/resources/59/40617/Tips-and-Recipes.pdf*](http://www.healthyschoolsbc.ca/program/resources/59/40617/Tips-and-Recipes.pdf)
- ✓ Brand Name Food List, [*www.brandnamefoodlist.ca*](http://www.brandnamefoodlist.ca)
- ✓ Eating Well with Canada's Food Guide, [*www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php*](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)
- ✓ School Meal and School Nutrition Program Handbook, [*www.bced.gov.bc.ca/communitylink/pdf/smph.pdf*](http://www.bced.gov.bc.ca/communitylink/pdf/smph.pdf)

Making Bake Sales Delicious and Nutritious



Use healthier recipes

- ✓ Score homemade recipes using the [Checklist](#).
- ✓ Sell **freshly made** food and beverages to students that meet the Guidelines (score as *Sell* based on the [Checklist](#)).
- ✓ Look for recipes that can include fruits and vegetables when they are in season (such as apples, berries, rhubarb and zucchini) for freshness and to support local B.C. food producers.
- ✓ Keep portion sizes moderate. Cookies that are 6 cm in diameter or less, slices of loaves that are 2 cm thick or less and muffins that are the size of a tennis ball or smaller are more likely to meet the Guidelines.
- ✓ Work with administrators, parents, teachers and students to promote healthier recipes using resources such as [Bake Better Bites](#) and [Tips and Recipes for Quantity Cooking](#).

Use sensational substitutes*:

To	Instead Of	Try
Boost Fibre	1 cup white flour	½ cup whole wheat flour plus ½ cup white flour
		¼ cup ground flaxseed plus ¾ cup white flour
		Adding wheat bran or oatmeal to homemade bread
Use Less Fat	½ cup of fat (oil, margarine, or butter)	¼ cup mashed fruit plus ¼ cup of fat
	1 cup of solid fat	¾ cup ricotta cheese plus ¼ cup solid fat
	Whole milk	Skim, 1% or evaporated skim milk, fortified unsweetened soy beverage
	Cream	Milk, low-fat evaporated milk or low fat sour cream
Use Less Sugar	1 cup sugar	⅔ to ¾ cup sugar plus cinnamon, vanilla or almond extract to boost flavour
	1 cup chocolate chips	½ cup mini chocolate chips plus ½ cup to 1 cup chopped nuts or chopped dried fruit
	Icing or frosting	Fresh chopped or pureed fruit and/or a dusting with powdered or icing sugar

*Based on "Sensational Substitutes" from [Bake Better Bites: Recipes and Tips for Healthier Baked Goods](#), pg 5.

Act to support healthy eating:

- ✓ Ensure that everyone bringing food uses the Checklist so they meet the nutrition standards in the Guidelines.
- ✓ Ensure that everyone bringing food understands how to be food safe and allergy aware at home.
- ✓ Label all food sold with ingredient lists and nutrition information from recipes (when available).
- ✓ Keep it simple and do not sell products at bake sales that require refrigeration, such as food with dairy or egg products in liquid form and meats.
- ✓ Consider selling bottled water, fresh fruits & vegetables and other healthy snack options alongside baked goods at school events.
- ✓ Include non-food items and prizes at events and physical activities/games that promote a healthy lifestyle.



FOOD FOR THOUGHT

Meet the Guidelines with healthier recipe ingredients such as:

- Dried fruit, fruit sauce with no added sugar or sweetener, grated vegetables or bran
- Nuts and seeds (where there is no allergy limitation)
- Oil or non-hydrogenated margarine as the fat source

Where Can We Find Out More?

- ✓ HealthLink BC:
 - Speak to a Dietitian by dialing 8-1-1 or [Email a HealthLinkBC Dietitian](mailto:HealthLinkBC@healthlinkbc.ca)
 - www.healthlinkbc.ca
- ✓ Bake Better Bites: Recipes and Tips for Healthier Baked Goods, <http://www.healthyschoolsbc.ca/program/resources/56/19290/Bake-Better-Bites.pdf>
- ✓ Tips and Recipes for Quantity Cooking: Nourishing Minds and Bodies, <http://www.healthyschoolsbc.ca/program/resources/59/40617/Tips-and-Recipes.pdf>
- ✓ Foodsafe Program: www.foodsafe.ca

Aa

APPENDIX A

Highlights of Nutrient Criteria Changes in 2013

The 2010 Guidelines was used as a foundation to develop the Nutrient Criteria for the 2013 edition. Here is an at-a-glance summary of the key changes in the 2013 Nutrient Criteria from the 2010 Guidelines:



- Scoring categories were changed from Choose Most, Choose Sometimes and Not Recommended to *Sell Most*, *Sell Sometimes* and *Do Not Sell*
- Nutrient Criteria charts were simplified by deleting the Choose Least category
- ‘Artificial sweeteners’ was changed to ‘sugar substitutes’ to be inclusive of sugar alcohols and intense sweeteners from natural sources
- Vitamin and mineral fortification criteria was removed for all food categories to allow additional ingredients as permitted by Health Canada
- Additional ingredients criteria was added to each food category to prohibit the sale of products that include cautionary statements or a declared amount of a botanical or herbal ingredient
- Calculation of trans fat was changed



Food Category	Key Changes to Nutrient Criteria
Vegetables and Fruit	<ul style="list-style-type: none"> • Removed calorie criteria • Decreased sodium • Added sugar criteria
Grain Products	<ul style="list-style-type: none"> • Added whole grain criteria • Removed calorie, fibre and iron criteria • Decreased fat, sodium and sugar
Prepackaged Hot and Cold Breakfast Cereals	<ul style="list-style-type: none"> • New category • Decreased sodium from Grain Products category
Milk and Alternative-Based Food	<ul style="list-style-type: none"> • Removed calorie criteria • Decreased sugar • Increased calcium
Meat and Alternatives	<ul style="list-style-type: none"> • Decreased calories, saturated fat and sodium • Increased sugar and protein • Removed iron criteria
Vegetable and Fruit Juices	<ul style="list-style-type: none"> • Removed fortification criteria
Milk and Alternative Beverages	<ul style="list-style-type: none"> • Increased serving size • Decreased fat, sodium and sugar • Added protein, calcium and Vitamin D criteria • Fortified plant-based beverages are now scored in this category
Other Beverages	<ul style="list-style-type: none"> • Removed calorie criteria • Added fat criteria • Only plain water permitted as <i>Sell Most</i> • Removed fortification criteria
Mixed Entrees	<ul style="list-style-type: none"> • Added whole grain and protein criteria • Removed calorie criteria • Decreased saturated fat and sodium • Removed fibre, iron and ingredients (food guide serving) criteria
Side Dishes	<ul style="list-style-type: none"> • New category
Soups	<ul style="list-style-type: none"> • Decreased fat and sodium • Added saturated fat criteria • Removed iron and 1st ingredient criteria
Snack Bars and Trail Mixes	<ul style="list-style-type: none"> • New category to replace 'Nuts & Seeds' and 'Energy Bars' • Added fat and saturated fat criteria • Changed sugar and sugar ingredient criteria
Condiments, Dressings, Dips and Spreads	<ul style="list-style-type: none"> • New name to replace 'Condiments & Add Ins'
Confectionery	<ul style="list-style-type: none"> • New name to replace 'Candies, Chocolates etc' • Only sugar-free gum is allowed for sale

Bb

APPENDIX B

Understanding the Nutrition Information on the Food Label



The label on most prepackaged food contains important information in the ingredient list and Nutrition Facts table that will help you score your food against the Nutrient Criteria and the Checklist in the Guidelines.

The Nutrition Facts Table

The Nutrition Facts table contains nutrient information needed to score a food or beverage using the **Nutrient Criteria** and the **Checklist**. The Nutrition Facts table graphic below shows you where to find the information you need to score prepackaged food.



Tip: For more help interpreting the Nutrition Facts table dial 8-1-1 to speak with a Registered Dietitian from HealthLink BC.

Sodium

Sodium is found in salt. Eating too much sodium can be harmful to our health. The Nutrition Facts table on prepackaged food and beverages lists the amount of sodium contained in one serving. Look for products with less than 15% Daily Value (360 mg) of sodium per serving.

Compare this amount to the size of the package being sold. Is it the same or is it smaller, bigger?

This is where you can find the amount of trans fat in a product. Some meats and milk products have low amounts of naturally occurring trans fats.

In the Guidelines, the amount of nutrient allowed is always based on the total package size you are selling (unless otherwise specified). In this example, if the package was 10 oz., it would contain twice what the Nutrition Facts label shows, e.g. 24g of carbohydrate.

Naturally occurring sugars (like those from fruit or milk) are shown together with added sugars

This is the **TOTAL** amount of fat.

Sodium mg/portion sold is restricted for many of the food groupings

The % refers to the proportion of the total recommended daily amount for someone with the highest needs.

INGREDIENTS: POTATOES, SAFFLOWER AND/OR SUNFLOWER OIL, SEA SALT.
INGRÉDIENTS : POMMES DE TERRE, HUILE DE CARTHAME ET/OU HUILE DE TOURNESOL, SEL MARIN.

Nutrition Facts Valeur nutritive

Per 18-20 chips (40 g)
pour 18-20 croustilles (40 g)

Amount Teneur	% Daily Value % valeur quotidienne
Calories / Calories 210	
Fat / Lipides 13 g	20 %
Saturated / saturés 1 g + Trans / trans 0 g	5 %
Cholesterol / Cholestérol 0 mg	
Sodium / Sodium 160 mg	7 %
Carbohydrate / Glucides 22 g	7 %
Fibre / Fibres 2 g	8 %
Sugars / Sucres 0 g	
Protein / Protéines 3 g	
Vitamin A / Vitamine A	0 %
Vitamin C / Vitamine C	15 %
Calcium / Calcium	0 %
Iron / Fer	4 %

For more information on reading food labels:

www.healthykanadians.gc.ca/eating-nutrition/label-etiquetage/index-eng.php

Health Canada's **recommended sodium intake** for children and adults:

Healthy...	Aim for	No more than
Children 1-3 years	1000 mg/day	1500 mg/day
Children 4-8 years	1200 mg/day	1900 mg/day
Teens 9-13 years	1500 mg/day	2200 mg/day
Adults 14-50 years	1500 mg/day	2300 mg/day

The Ingredient List

Most prepackaged food and beverages have an ingredient list. Ingredients are listed in descending order by weight. Ingredients such as sugar substitutes, vitamins and minerals, food colours and flavours usually weigh very little and are found near the end of the ingredient list.

Trans Fat

The Guidelines aim to restrict the amount of industrially produced trans fats in food and beverages sold to students. This type of fat, which is harmful to our heart health, is created when oils are hydrogenated. This process turns the oil into a solid like shortening, or semi-solid like margarine. All school food services must abide by the [B.C. Trans Fat Regulation](#).

To identify industrially produced trans fat:

1. Look for these words in the ingredient list: *hydrogenated, partially hydrogenated, margarine, or shortening*.
 - a. If these words are not found in the ingredient list, the product meets the Guidelines.
 - b. If one of the above words is found in the ingredient list, the product may contain industrially produced trans fat. Go to step 2 below.
2. Check the Nutrition Facts table to ensure that the amount of trans fat is no higher than 5 % of total fat. Oils and soft spreadable margarines should contain less than 2 % of the total fat content as trans fat.



Tip: The online [trans fat calculator](#) will do this calculation for you.

$$\begin{array}{rcl} \text{\%} & & \text{grams of} \\ \text{Trans fat} & = & \frac{\text{trans fat}}{\text{grams of}} \times 100 \\ & & \text{total fat} \end{array}$$

Sugars

There are a lot of different kinds of sugar. Sugars labelled as organic or natural may taste a little different than refined sugar, but they are still sugars. Concentrated fruit juices and fruit purees are often used as sweetening ingredients and are treated as sugars in the Guidelines. To identify sugars look for the following ingredients:

- glucose-fructose, glucose, galactose, dextrose, fructose, lactose, maltose, sucrose, trehalose, maltodextrin
- sugar, brown sugar, cane sugar, beet sugar, honey, molasses, evaporated cane juice, agave syrup, malt syrup, maple syrup, rice syrup or any other type of syrup, concentrates of fruit puree or fruit juice

Sugar Substitutes

Sugar substitutes include artificial sweeteners and intense sweeteners, including those from natural sources. Sugar substitutes are allowed in Secondary schools as *Sell Sometimes* items, but are not allowed in Elementary and Middle schools. To identify sugar substitutes, look for the following *ingredients*:

Artificial Sweeteners & Intense Sweeteners: Aspartame (NutraSweet, Sweet'n Low, Sugar Twin), Neotame, Acesulfame Potassium (Ace-K), Sucralose (Splenda), Cyclamate (Sugar Twin, Sucaryl), Thaumatin

Intense Sweeteners from Natural Sources: Hydrogenated starch hydrolysates, isomalt, lactitol, maltitol, maltitol syrup, mannitol, sorbitol, sorbitol syrup, xylitol, erythritol, polydextrose, steviol glycosides (stevia)



Whole Grains

All grains have three main components; the bran, endosperm and germ. Whole grains contain all three components, whereas refined grains like (white flour or rice) have most of the bran and germ removed.

The Guidelines use the following definition of whole grains to assess products against the whole grain Nutrient Criteria:

Whole grains shall consist of the intact, ground, cracked or flaked caryopsis [grain], whose principal anatomical components - the starchy endosperm, germ and bran - are present in the same relative proportions as they exist in the intact caryopsis. (The American Association of Cereal Chemists (AACC), 1999)

In addition to fibre, whole grains also provide essential micronutrients such as iron, magnesium, phosphorus, manganese and selenium and B vitamins. Refined grains are less nutritious than whole grains.

How do I identify products with whole grains?

- Look for these words in the ingredient list: whole (name of grain), stone ground whole (name of grain), brown rice, oats, oatmeal and wheat berries.

Is whole wheat the same as whole grain?

- No. In Canada whole wheat flour can have up to 5% of the grain removed in order to reduce rancidity and prolong shelf life. Most of the germ and some of the bran are removed in this process, so whole wheat is not the same as whole grain.

Caffeine

Health Canada currently requires that added caffeine be included in the ingredient list on prepackaged food, but does not require that manufacturers disclose the amount of caffeine in products (whether from natural sources or as added caffeine). *Voluntary caffeine labelling guidelines* have been established for industry and these guidelines include disclosing the amount of caffeine from all sources in products.

Look for caffeine on the label:

1. In the ingredient list as “caffeine”
2. Beneath the Nutrition Facts table as “Caffeine Content: ___mg per ‘stated serving size’”

Health Canada recommends a maximum daily intake of 62.5 mg for children aged 7-9 and 85 mg for children aged 10-12. Adolescents over 13 years of age are recommended to consume no more than 2.5 mg of caffeine per kg of body weight.

The Guidelines limit the amount of caffeine that can be added to products sold to students in order to protect them from excess caffeine consumption and risk of adverse health effects.



**SCHOOL CLOSURES – EMERGENCY SITUATIONS**

Adopted: 1998-04-14	Reviewed: 2002-10-22	Amended: 2005-04-26 2009-04-28
---------------------	----------------------	-----------------------------------

SUBJECT: **SCHOOL CLOSURES - EMERGENCY SITUATIONS**

The Board of Education states that the immediate safety of all pupils and employees is of prime consideration. In extraordinary circumstances, safety will take precedence over any, and all other considerations.

The decision to close schools shall be made only by the Superintendent of School or designate. Principals are expected to contact the Superintendent of Schools or designate before any decision to dismiss students due to extreme and unusual circumstances including but not limited to power or water outages.

SCHOOL CLOSURES – EMERGENCY SITUATIONS

<u>Adopted: 1998-04-14</u>	<u>Reviewed: 2002-10-22</u>	<u>Amended: 2005-04-26</u> <u>2009-04-28</u>
----------------------------	-----------------------------	---

~~SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)~~

REGULATIONS NO: _____ 4000 R _____
 _____ DATE: _____ 1998-04-14
 _____ REVIEWED: _____ 2002-10-22
 _____ REVISED: _____ 2005-04-26
 _____ REVISED: _____ 2009-04-28

SUBJECT: **SCHOOL CLOSURES - EMERGENCY SITUATIONS**

1. Inclement Weather Conditions

In the event of unusual weather conditions:

(a) The Transportation Supervisor will contact the Department of Highways to determine what roads are open, and the likelihood of future road closures.

(b) ~~The Transportation Supervisor will contact key community members.~~

~~(c)~~ The Transportation Supervisor will ~~telephone~~contact the ~~Secretary-Treasurer~~Superintendent or designate to advise what roads are open or closed and the possibility of future closures.

~~(d)~~ The ~~Secretary-Treasurer~~Transportation Supervisor will review weather and facility conditions with the ~~Director of Facilities~~Maintenance Supervisor.

~~(e)~~ The Transportation Supervisor will consult with and advise bus carriers of any decisions involving their routes.

~~(f)~~ The ~~Secretary-Treasurer or~~ Superintendent of Schools or designate will ~~call the local radio station before 0600 h to announce~~communicate the following information prior to 0600 h on local radio stations, district website, and social media:

- i) full closure of schools
- ii) partial closure of schools
- iii) late busing and/or late opening of schools.

~~(g)~~ When busses are not running, the schools in the geographic area (Hope, Boston Bar, Agassiz-Harrison) will be closed.

~~(h)~~ Staff who are within walking distance of the school will report to assist students who do arrive at school and will supervise the students until parents are contacted and can pick the students up or make alternate arrangements for them.

(h) The Superintendent of Schools will advise the Chairperson of the Board of Education of action taken.

(i) The Assistant Superintendent of Schools will advise Principals of action taken.

(j) School Principals will ensure the staff are informed of closures as early as possible. Staff will also be notified if they should report to work at an alternate location.

- (k) In the event of a partial closure, all staff members are expected to be on duty in their appropriate places or in the nearest school. In the event that a staff member is unable to report to his/her school that is open, that staff member is to report to the nearest school or to the District Education Office. Staff members who must drive to the nearest school will make personal decisions regarding safety and driving to work.
- (l) When the schools are closed according to the above policies,
 - i) Staff will not be subject to loss of pay because of inclement conditions or school closures.

When there are road closures and when school busses will not be running the ~~bus supervisor~~Transportation Supervisor will communicate this information to the Secretary-Treasurer. The Superintendent or designate will contact the media forthwith to broadcast any interruptions to the bussing schedule. All notices of bus cancellations or school closures will be ~~broadcast on local stations: Star FM at 100.5 in Hope and 106.1 in Boston Bar and 98.3 in Agassiz and 90.1 FM in Sunshine Valley~~communicated on local radio stations, district website, and social media.

The ~~Assistant~~ Superintendent or designate will inform Principals of the following circumstances:

- Bus run cancellation due to weather; schools will ensure that all students transported by bus have pre-arranged billets at the beginning of each school-year;
- For road closures passable with pilot car: arrangements for the pilot car will be made by the ~~bus~~sTransportation Supervisor immediately upon determining need;
- For road closures impassable but where there is an alternate route available; if drop-off times are altered, all parents of affected students will be contacted by schools; ~~and~~
- Road closure, no pilot and no alternate route; schools will ensure student billets are activated for all students affected by the road closure;
- The decision to keep a student at home for the day because of inclement weather conditions shall be made by the parents and guardians; and
- Students shall not be expected to wait for a school bus for more than fifteen minutes past the scheduled pick-up time. If the bus has not arrived by that time, students should return to their homes or to another prearranged place of shelter.-

Unusable Facilities

1. The Principal shall immediately report to the Superintendent of Schools any event that renders facilities unusable, such as power outages and water problems.
2. If authorization to close the school is given, parents shall be notified of the closure using the local radio stations, school district website, social media and other forms of communication used by the school.

1.3. Principals/Vice-Principals, early in the school year, shall obtain from parents/guardians emergency contact information for the parents/guardians and alternate contacts in the case the school needs to evacuate or an unexpected school closure during the school day. Emergency evacuation locations will be communicated annually to parents.

2. **Violent Forces**

Violent forces include, but may not be limited to, natural, mechanical, chemical or human forces.

The Board of Education directs Principals, in co-operation with the appropriate authorities, to develop procedures to ensure the safety of pupils and staff in the event of unforeseeable violent forces or disasters.

2. Advance Warning - Unspecified Forces

- i) The Principal will immediately notify the Superintendent of Schools.
- ii) The Superintendent will make whatever decision and take whatever action is deemed appropriate.
- iii) The Superintendent will notify the Chairperson of the Board of Education of the decision made.

3. Bomb Threats

If a bomb threat is received during school hours or during school sponsored activities:

- (a) The Principal, or individual in charge, will immediately evacuate all pupils and staff to a safe distance from the school. Normal fire drill procedures will be used.
- (b) When the evacuation is in progress, the Principal or individual in charge, will contact the police and the Superintendent of Schools.
- (c) Pupils and staff are not permitted to re-enter the school until police officers have determined that it is safe to do so.

4. Facilities Breakdown

- (a) In the event that conditions in any school render the building to be unsafe or unhealthy for students to attend for reasons such as inadequate water supply, electrical outage, heating system breakdown, inoperative washrooms, the school may be designated as in a condition of plant failure.
- (b) The school-based Principal will consult with the ~~Maintenance Foreman~~Director of Facilities, who will notify the Superintendent of Schools of the necessity of school closure relating to a facility malfunction or breakdown.
- (c) The Superintendent will take action as outlined in 2 (a).

5. Emergencies

- (a) In the event of an emergency that threatens the safety of pupils and/or staff, the Principal will take whatever immediate action is deemed appropriate.
- (b) As soon as practicable, the Principal will advise the Superintendent of Schools.

SCHOOL EMERGENCIES and/or TEMPORARY CLOSURES

- POLICY -

The district has a responsibility to ensure the safety of students and staff in emergency situations. The district has a well-defined set of guidelines for responding to emergency situations in schools and for determining procedures should an emergency necessitate the temporary closure of a school. The primary consideration in all decisions related to school emergencies shall be the safety of students and staff. One or more schools may be temporarily closed because of lengthy power outages, water supply problems, building issues, unusual weather that make transportation unsafe, and other, unforeseen reasons.

– REGULATION –

1. The Superintendent of Schools (or designate) is responsible for all decisions relating to temporary school closures. Such decisions will be made in consultation with the school principal and other staff as appropriate.
2. The school principal is responsible for ensuring that appropriate procedures, as outlined in this policy and in the district's Emergency Preparedness Quick Reference Guide, are implemented in the event of an emergency. Additional procedures related to lockdowns can be found in the Critical Incident Protocols.
3. The school principal will include a summary of all emergency procedures in the school's staff handbook. Such procedures include, but are not limited to, what to do in the event of fire, earthquakes, lockdowns and other emergencies.
4. The school principal will review safety procedures and update staff with respect to such procedures at the start of each school year and as part of the completion of the new employee checklist.

5. Temporary Closure of Schools

5.1 Decision made prior to school opening:

- a. The Superintendent or designate will post on the district's website and contact local media in order to inform parents as soon as possible about the closure. Contact will also be made with the school principal and the Manager of Operations and Maintenance.
- b. The school principal will ensure that staff are informed of the closure as early as possible. Staff will also be notified of whether they should report to work at an alternate location.
- c. The Manager of Operations and Maintenance will contact the district's bus drivers to inform them of the closure. Buses will, however, continue to run in order to pick up students who may not be able to return home safely.
- d. The principal will ensure the safety of students who do arrive at school. For elementary students and for students with special needs, parents must be contacted and arrangements made before students are released.

5.2 Decision made after school opening:

- a. The principal will ensure the safety of students and will evacuate the school building as necessary. In the event of an evacuation, school staff will not leave the building until all students have safely left or until authorized to do so by the principal.
- b. Arrangements will be made to have students return home wherever possible. For elementary students and for students with special needs, parents must be contacted and arrangements made before students are released.
- c. The Manager of Operations and Maintenance will contact the district's bus drivers to inform them of the closure. A decision will be made in consultation with the principal with respect to when buses will return students home.

5.3 Anonymous Threats

In the case of possible arson or bomb threats by phone, the person receiving the call should:

- a. Attempt to keep the caller on the line;
- b. Get the attention of a nearby person and inform them of the nature of the call so that they may notify the school principal;
- c. Speak calmly, not upsetting the caller;
- d. Attempt to determine the nature and location of the device involved;
- e. Try to obtain a reason for the actions being taken and listen carefully to the type of voice, any speech peculiarities, etc.

The school principal (or designate) should remain calm and notify the police and fire departments immediately. A determination of whether to evacuate or go into lockdown will be made by the principal in consultation with the police.

In the event that an evacuation is required, all staff should be notified of the situation. and an orderly evacuation of the school will occur. After evacuation, the superintendent (or designate) must be notified.

If a search of the facility becomes necessary, it would be under the direct control of the police, with assistance being required from the fire department along with the principal and perhaps staff from the Maintenance department. The assistance of teachers may also be requested as they would be most able to determine any materials not normally present in a classroom. If you are assisting in this type of search, you are to LOOK BUT DON'T TOUCH. DO NOT disturb suspicious articles but DO bring them to the attention of the authorities involved.

Upon completion of the search, the superintendent, in consultation with the school principal and the police, will determine if the school day shall be resumed or concluded.

5.4 Power Outages

If a power outage is experienced, the situation shall be reported to BC Hydro and, if possible, the nature of the problem and an estimate of its duration should be obtained. This information shall then be relayed to the superintendent of schools.

The school principal (or designate) shall consult with the superintendent of schools. The superintendent shall determine if the physical conditions of the facility are suitable for school to remain in session and, in his/her discretion, decide whether or not to close the school for a period of time.

5.5 Inclement Weather

From time to time, road conditions may delay an opening or force an early closure of one or more schools in the district. Under these circumstances, the protocol for temporary closure shall follow that for power outages (above) but will also include consultation with the Manager of Operations and Maintenance.

If certain road/ocean conditions are questionable, and an announcement regarding school closure has not yet been made, school personnel unable to complete the trip to their own school shall, if possible, travel to their nearest school and prepare to work there for the day.

6. Arrangements for Staff

6.1 In the event of a school closure staff will work in the school building if conditions permit.

6.2 If conditions are such that staff cannot be in the school building, staff may be permitted to report to work at another site if there is work available. This would require agreement between the supervisor at the closed site and the supervisor at the alternate site.

6.3 As per section G.24.3 of the collective agreement, teachers will be paid for a school closure of three days or less. Beginning on the fourth day, teachers will not be paid. Teachers who are sick during a school closure will be deducted a sick day. A medical

certificate may be required. If you are unsure as to the status of your duty to report to work, check with your supervising principal.

6.4 For any full day that the school is closed, regular and temporary CUPE employees in posted positions are entitled to two hours pay on the first day of such closure, whether they have reported to work or not. Employees should not attempt to travel to work if their school or work site is closed. CUPE workers may use a sick day if they were off due to illness. A medical certificate may be required. Banked time or vacation time may be used and must be reported as such on the time sheets.



POLICY 1.23
INCLEMENT WEATHER - EMERGENCY SCHOOL
CLOSURES

Adopted: 2015.12.07

Reviewed:

Revised:

The Board of Education expects that schools will remain open on all prescribed school days and during approved school hours. The Board realizes that extreme and unusual circumstances may make teaching areas or the entire school unsafe for some or all the students and schools may have to be closed.

The decision to close schools shall be made only by the Superintendent of Schools or designate. Principals are expected to contact the Superintendent of Schools or designate before any decision to dismiss students due to extreme and unusual circumstances including but not limited to power or water outages.

REGULATION 1.23.1-R
INCLEMENT WEATHER - EMERGENCY SCHOOL
CLOSURES

Adopted: 2015.12.07

Reviewed:

Revised:

Inclement weather

1. Schools shall not typically be closed because of cold or inclement weather. Only in rare weather circumstances, where health and safety concerns are so significant, will closure of schools be considered.
2. School bus service will not be cancelled because of cold weather.
3. All or individual bus runs may be cancelled for the morning, afternoon or day (morning and afternoon runs) because of dangerous road conditions. Cancellations will be announced on local radio, district website, email and social media as soon as possible after the decision to cancel a run is made.
4. All or some bus runs may have the stops altered based on the road conditions. Alterations will be announced on local radio, district website, email and social media as soon as possible after the decision to alter a run is made.
5. The decision to keep a student at home for the day because of inclement weather conditions shall be made by the parents and guardians.
6. Students shall not be expected to wait for a school bus for more than fifteen minutes past the scheduled pick-up time. If the bus has not arrived by that time, students should return to their homes or to another prearranged place of shelter.
7. Parents and guardians will be informed of these regulations annually via school newsletters in the fall and periodically throughout the winter months.

Unusable Facilities

1. The Principal shall immediately report to the Superintendent of Schools any event that renders facilities unusable, such as power outages and water problems.
2. If authorization to close the school is given, parents shall be notified of the closure using media, the district web site and other forms of communication in use by the school.

3. Arrangements for emergency transportation/accommodation of students shall be made by the Director of Operations or designate.
4. Depending on the severity of the circumstances, the Superintendent of Schools or designate shall determine whether staff should complete their work day at school, at home or at another district facility.

District Responsibilities:

1. The Superintendent of Schools, or designate, shall make the final decision regarding school closure.
2. The Superintendent of Schools, or designate, shall make announcements regarding school closure.
3. The Superintendent of Schools, or designate, shall contact school-based Principals/Vice-Principals.
4. The Superintendent of Schools, or designate, shall identify those bus stops that will be in service if a bus route is temporarily altered due to road conditions.

Principal/Vice-Principal Responsibilities:

1. Principals/Vice-Principals will advise parents of the school closure.
2. Principals/Vice-Principals, early in the school year, obtain from parents/guardians emergency contact information for the parents/guardians and alternate contacts in the case the school needs to evacuate or an unexpected school closure during the school day. Emergency evacuation locations will be communicated annually to parents.
3. In the case of an emergency within the facility, where an emergency situation exists which the Principal/Vice-Principal deems threatening to the health, welfare or safety of students, and where it is not practical to seek prior approval, the Principal/Vice-Principal shall take such action as s/he deems appropriate, and shall report all pertinent facts to the Superintendent at the earliest possible opportunity.
4. Where it is safe, Principals/Vice-Principals will arrive at the school and remain at the school until all students have left the school.
5. If a Principal/Vice-Principal is unable to arrive at the school due to road conditions they will ensure that a staff member will be at the school prior to the regular school starting time to support any students who may have arrived at the school.

Teacher Responsibilities:

1. In the event of a Board-ordered closure of the work site or cancellation of student attendance, unless otherwise advised, teachers shall make a reasonable effort to report for work at their usual place of work.
2. If they are unable to reach their normal work location, teachers shall report for work at the closest school to their home.
3. Teachers reporting for work at a school other than their normal work location shall be assigned appropriate duties by the administrator of that location.

Support Staff Responsibilities:

1. Support staff are expected to report for work at their own work location if it is open. The option of reporting to a closer location is open to employees only if they cannot, due to weather conditions, report to their normal place of work.

2. If it is not possible for support staff to report to work, they may stay home and use accrued holiday or banked time or unpaid general leave.
3. If support staff report to a closer work location or do not report for work, they shall notify their supervisor.



ACCUMULATED OPERATING RESERVE

Adopted: xxxxxxx	Reviewed:	Amended:
------------------	-----------	----------

SUBJECT: **ACCUMULATED OPERATING RESERVE**

The Board of Education is responsible for ensuring the district is protected financially from forecasting risk and unforeseen circumstances that could negatively impact resources available for the education of students.

Fraser Cascade School District's accumulated operating reserve will serve as a contingency reserve for the risks associated with unexpected increases in expenses and/or decreases in revenues related to emergent operating issues, one-time costs and intermittent projects.

DRAFT

ACCUMULATED OPERATING RESERVE

Adopted: xxxxxxxx	Reviewed:	Amended:
-------------------	-----------	----------

REGULATIONS

SUBJECT: **ACCUMULATED OPERATING RESERVE**

The Board will attempt to maintain a contingency reserve of four (4) percent of annual operating expenses. Excess funds above the desired target may be considered for allocation through the budget process.

When use of the contingency reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the contingency reserve within an appropriate timeframe.

Accumulated operating reserve should not be transferred to Local Capital without supporting detail of what capital projects these Local Capital funds will be spent on. This will normally occur during the budget process, or through approval by Board motion.

Operating reserve funds may be internally restricted. Amounts should not be internally restricted that will not likely be spent within three years. The Board will provide information in the Notes to the Financial Statements identifying internally restricted reserves.

The projected Operating Reserve balance should be reported to the Board when presenting the annual budget.



Policy 4020
PERMANENT SCHOOL CLOSURES

Adopted: 2003-01-28	Reviewed:	Amended: 2009-04-28
---------------------	-----------	---------------------

SUBJECT: **PERMANENT SCHOOL CLOSURES**

The Board of Education is responsible to provide acceptable facilities for all students. The Board recognizes that program effectiveness must be balanced with operational efficiency, and to this end, school viability will be reviewed annually.

The Superintendent of Schools shall be responsible for the implementation of the School Closure Policy as per the following regulations.

Adopted: 2003-01-28	Reviewed:	Amended: 2009-04-28
---------------------	-----------	---------------------

REGULATIONS

SUBJECT: **PERMANENT SCHOOL CLOSURES**

1. At a regular Board meeting in January, Administration will recommend schools for closure, if any, based upon the following criteria:
 - a. A school, because of age, location or operational costs can be closed and students accommodated in an appropriate environment.
2. In making a closure recommendation, Administration will assess the following factors:
 - a. Program quality or educational experience;
 - b. Safety and equity of access for students being relocated;
 - c. Class size;
 - d. Accommodation and suitability of program offerings available in nearby schools;
 - e. Long term projected enrolments;
 - f. Age, operation, and maintenance costs of the facility;
 - g. Student achievement; and
 - h. Alternate potential use of the facility for generating revenue.
3. Upon receiving a school closure recommendation, the Board shall consider the information provided by Administration and initiate discussion and consultation with parents, staff and the community.
4. The Board should take the following steps to ensure that an open and meaningful public consultation takes place:
 - a. Make available, in writing, a full disclosure of all facts and information considered by the school board with respect to any proposed school closure, including:
 - i) reasons for the proposed school closure;
 - ii) which specific school(s) are being considered for closure;
 - iii) consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults;
 - iv) educational program/course implications for the affected students;
 - v) how the proposed closure would affect the current catchment area for each school;
 - vi) the general effect on surrounding schools;
 - vii) the number of students who would be affected at both the closed school(s) and the surrounding schools;

- viii) the effect of proposed closures on board-provided student transportation including the amount of time that students spend traveling to and from school;
 - ix) consideration of possible alternative community use for all or part of our schools;
 - x) the proposed effective date of the closure(s);
 - xi) financial considerations;
 - xii) impact on the Board's five-year capital plan;
 - xiii) proposed use of the closed school(s) including potential lease or sale.
- b. Provide an adequate opportunity for affected persons to submit a written response to any proposed school closure and provide information and directions on how to submit a written response to the Board. The information and directions should advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure.
 - c. Hold at least one public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed alternative solutions.
 - d. Maintain records of all consultation, including agendas, minutes, dates of consultation working group and public community consultation meetings, copies of information provided at these meetings, names of trustees/district staff who attended these meetings, a record of questions asked, and a record of transition plans/activities identified for parent/staff/students at both the school considered for closure and the school to which the students would be moved.

5. Public Meeting

- a. The time and place of the public meeting should be appropriately advertised to ensure adequate advance notification to interested persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, and a notice in a local newspaper.
- b. The Board should also specifically notify, in writing, any potentially interested local governments, First Nations, business associations, and community associations of the time and place of the public meeting.
- c. Discussions should include the following:
 - i) implications of the closure;
 - ii) implementation plans, including timing of the closure;
 - iii) options that the Board considered as alternative to closure;
 - iv) possible future community growth in the area of the school;
 - v) contents of written submissions presented to the Board.
- d. The Board should keep minutes of the public meeting which include a record of concerns or options raised to the proposal.
- e. Following the public meeting, the Board should give consideration to all public input prior to making its final decision with respect to any proposed school closures.

6. Opportunities for Students Displaced by School Closure

- a. The district will ensure that all district students displaced by a school closure will have opportunities to receive an appropriate education experience in another school in the district.

7. Notification to the Minister

- a. If the Board decides to permanently close a school the Board must, without delay, provide the Minister with written notification of the decision containing the following information:

- i) the school's name
- ii) the school's facility number
- iii) the school's address, and
- iv) the date on which the school will close.

8. The power of a board to permanently close a school under the School Act must be exercised only by by-law.

9. Disposition of Equipment and Materials

- a. The Secretary-Treasurer will prepare tentative plans for the disposition of equipment and materials located in school(s) cited for closure.
- b. The Secretary-Treasurer will identify options for Board consideration with respect to the future of buildings and grounds cited for closure.



Policy 4040
PURCHASING AND TENDERING

Adopted: 1997-06-24	Reviewed:	Amended:2004-03-23 2013-01-15
---------------------	-----------	----------------------------------

SUBJECT: **PURCHASING & TENDERING**

The Board of Education has a responsibility to ensure that all goods and services purchased for the District represent the best value for money, with respect to price and quality. The Board ensures appropriate business procedures are in place to control all purchasing and that all procedures are able to withstand public scrutiny.

The Board of Education delegates purchasing for School District No. 78 (Fraser-Cascade) to the Superintendent of Schools and/or the Secretary-Treasurer ~~for a single purchase not to exceed \$30,000.~~ with final approval for single item purchases exceeding \$30,000 resting with the Superintendent.

School Principals, the **Director of Maintenance and Transportation** and the Transportation Supervisor have the authority to purchase single items not to exceed \$30,000.

The Board of Education, as part of the normal annual budget approval process provides each school and department with an annual budget. It is the responsibility of each school Principal, Maintenance Supervisor or the Transportation Supervisor not to exceed the total budget without approval of the Secretary-Treasurer.

The Board will, openly and fairly, tender any item or service valued over \$30,000 using a solicitation method appropriate to the value of the goods or services being acquired.

Adopted: 1997-06-24	Reviewed:	Amended:2004-03-23 2013-01-15
---------------------	-----------	----------------------------------

REGULATIONS

SUBJECT: **PURCHASING**

1. General Purchasing

- a) Purchasing and use of purchase orders is authorized only to procure goods and services for the School District.
- b) Purchases up to \$ 30,000 are at the discretion of the Superintendent of Schools, the Secretary-Treasurer, the Principal, the Maintenance Supervisor or the Transportation Supervisor (for items purchased from budgets allocated to the school or department).
- c) For purchases between \$ 30,000 and \$ 75,000, written quotes are required from not less than three (3) sources, unless the market is more limited. These purchases must be by purchase order and signed in advance by the budget authority and the Secretary-Treasurer.

All purchases of goods and services of \$75,000 or more and construction projects of \$250,000 or more must be by public process such as offered by www.bcbid.gov.bc.ca. This process alerts potential bidders of contract opportunities and invites their bids through Invitation to Tender.

To adhere to the Agreement on Internal Trade (AIT) the Board of Education must ensure Board-managed projects remain within the \$250,000 threshold. The value of a project should be accurately established by strictly defining the scope of the work and developing a firm cost estimate.

- d) Purchasing for any item must be in accordance with a purchasing procedure, approved by the Board and attached to form part of this policy.
- e) All other factors being equal, the Board's policy is to purchase from local, Provincial, and Canadian suppliers, in that order of preference.
- f) A list of Subcontractors will be provided to the Board through the Operations and Facilities Committee for work completed as part of the Annual Facility Grant.

Purchasing Procedures

The Board of Education supports the concept that decisions and actions be made at the school level. Therefore the responsibility and control of the school (department) budget should be delegated to the school Principal, Maintenance Supervisor or Transportation Supervisor. In order to facilitate this philosophy, purchases will be made in the following manner:

1. Purchase orders will be prepared at the school (department).
2. The purchase order will be approved at the school (department) by the Principal, Vice-Principal, Maintenance Supervisor or Transportation Supervisor.
3. The school (department) sends the purchase order to the supplier, with a copy to the District Office.
4. The invoice is sent directly to the District Office where payment is made following confirmation by the school (department) that the goods have been received.
5. School (department) budgets are monitored by the school (department). Budget and expenditures are available to schools through the school access program on a daily basis.
6. The school (department) will have the final decision on where to charge costs to the appropriate school (department) budget provided these decisions are made within the rules as set out by the B.C. School District Financial and Accounting Manual.
7. The District Office will monitor the overall school budget (the bottom line). Individual account budgets within the school (department) will be the responsibility of the school Principals, Maintenance Supervisor, or Transportation Supervisor.
8. Expenditures for Capital Budgets and Special Purpose Funds can only be spent for the purpose intended by the Ministry or the Board of Education. Capital and Special Purpose Funds must be within the funds allocated.
9. School surpluses and deficits may be carried forward to the following year.
10. No special purchasing arrangements that personally benefit an employee or agent of the Board are permitted.



Policy 4040
PURCHASING AND TENDERING

Adopted: 1997-06-24	Reviewed:	Amended:2004-03-23 2013-01-15
---------------------	-----------	----------------------------------

REGULATIONS

SUBJECT: **TENDERING**

1. General Procedures

- a) Invitations for tender will be required on all purchases or services that cost over \$ 75,000.
- b) Tenders for purchases or services under \$ 75,000 are at the discretion of the Board.
- c) Invitations for tenders will generally be advertised. Requests for quotations may or may not be advertised depending on the nature of the service or good being requested.
- d) The "Requests for Proposal" tender method may be used for a limited tender (example Auditing Services).
- e) All tenders must be opened in public on the day of tender closing. The results of the tender are public information.
- f) All tenders shall contain the clause "The Board reserves the right to reject the lowest or any tender".
- g) For a tender to be considered, it must be received at the Board Office on or before the time and date of closing. Late tenders will not be considered except in unusual circumstances when a majority of the Board may elect to consider a tender that was received late.
- h) All tenders are to be opened by a committee of at least two (2). The committee shall include the Secretary-Treasurer or his/her delegate. At the time the tenders are opened the names of bidders and bid amounts shall be recorded.

**ROLE OF THE TRUSTEE LIAISON AT PARENT
ADVISORY COMMITTEE (PAC) MEETINGS**

Adopted: xxxxxxx	Reviewed:	Amended:
------------------	-----------	----------

SUBJECT: **ROLE OF THE TRUSTEE LIAISON AT PARENT ADVISORY
COMMITTEE (PAC) MEETINGS**

The Board of Education for School District No. 78 (Fraser-Cascade) values the relationship with Parent Advisory Councils (PACs) in each of our schools. As such, the Board recognizes that a PAC, through its elected officers, may advise the Board, the principal and staff of the school regarding any school-related matter.

A trustee may attend, upon invitation, a PAC meeting to provide Board information on process in order to take matters forward and/or provide feedback.

A Trustee can provide clarity on the role of the corporate Board and how to best provide input for Board decisions.

**ROLE OF THE TRUSTEE LIAISON AT PARENT
ADVISORY COMMITTEE (PAC) MEETINGS**

Adopted: xxxxxxx	Reviewed:	Amended:
------------------	-----------	----------

REGULATIONS

SUBJECT: **ROLE OF THE TRUSTEE LIAISON AT PARENT ADVISORY
COMMITTEE (PAC) MEETINGS**

DEFINITION:

The Parent Advisory Council (PAC) is a meeting for parents. Trustees are invited as guests, who have no official standing on the committee.

Liaison Role:

A brief report, specifically referencing the school at which the PAC meeting is being held, and based on information from the public meeting of the Board of Education may be provided. Trustees may respond to questions from the PAC or they may refer parents to the superintendent for further information/clarification. Trustees are not eligible to bring items for the agenda, or bring other guests to the meeting.

A PAC must have made a formal unified recommendation to the Board Chair to have a trustee liaison and this request may be made for a specific trustee. A trustee may also attend from time to time as an invited guest, based on the corporate decision of the PAC.

Trustee liaisons do not act on behalf of the corporate Board, nor do they act as a conduit with information back to the entire Board. The proper protocol for messages to be relayed to the Board is a letter, endorsed **by motion in a PAC meeting**, ~~the entire PAC and sent on to the District Parent Advisory Council (DPAC), and if required, to the Board for response~~ with copies sent to both DPAC and the Board.

Related Policies/Bylaws/Procedures:

- [Policy 5000 \(School Parent Advisory Councils\)](#)
- [Policy 5002 \(District Parent Advisory Council\)](#)
- [Bylaw 17 \(Trustee Code of Conduct\)](#)
- [Fraser-Cascade School District Trustee Handbook](#)

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7530

DATE: 97-10-14

REVISED: 2004-11-09

SUBJECT: **CHALLENGE, EQUIVALENCY, EXTERNAL CREDENTIALS,
POST SECONDARY CREDIT, AND INDEPENDENT DIRECTED
STUDIES**

=====

PREAMBLE:

~~————— This policy rescinds former policies related to challenge and equivalency credits in the 1995 Graduation Program, and extends provisions for learning credit towards graduation to Grade 10 in the 2004 Graduation Program.~~

POLICY:

The School Board recognizes that learning is a life-long activity. Students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program. As such, students may earn challenge credits, equivalency credits, external credentials, credits for post secondary studies, and independent direct studies credits towards graduation as set out in the regulations.

~~Although the board recognizes credit earning opportunities as set out in the regulations, the Fraser Cascade School District assumes no liability, financial or otherwise, for students who enroll in courses or programs offered by other jurisdictions or institutions.~~

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7530 R

DATE: 97-10-14

REVISED: 2004-11-09

SUBJECT: **CHALLENGE, EQUIVALENCY, EXTERNAL CREDENTIALS,
POST SECONDARY CREDIT, AND INDEPENDENT DIRECTED
STUDIES**

1. Equivalency Credits: (For Documented Prior Learning)

- a. All secondary students are entitled to apply for an *Equivalency Review* of their documented prior learning;
- b. Principals will award credit to students based on equivalency for grades ~~10, 11, and 12~~ 8 through 12 Ministry developed courses, and for board authorized courses;
- c. There are no limits to the number of credits that students may be granted for equivalency;
- d. In order to receive credits through Equivalency, students must provide the appropriate documentation as proof of successful completion of the course;
- e. Students will not be charged for *Equivalency Reviews*; however, students may be asked to provide translations if documents are not in English or French;
- f. Schools will award equivalency credits when there is a match of 80% or more of the learning outcomes to either a Ministry-developed or board authorized grade 8 through 12 course, and when there is a demonstrated comparison of the depth and breadth of coverage of the subject matter, and a comparison of the assessment standards as determined by course or program descriptors, outlines, and/or plans;
- g. Schools will report a letter grade and percentage to all credits awarded through Equivalency. If a percentage is not available on the transcript being evaluated for Equivalency Credit, then schools will award the mid-point percentage of the letter grade assigned on the transcript under review;
- h. If it is not possible to determine either a letter grade or percentage from the documentation, then schools will indicate the grade as "*Transfer Standing (TS)*";

2. Challenge Credits: (Undocumented Prior Learning)

- a. All secondary students are entitled to apply for a free of charge *Challenge Credit Review* of their undocumented prior learning provided the student has not previously taken and been awarded credit for the course under challenge;
- b. Non-enrolling students will be charged an assessment fee of \$125.00 for each Ministry-approved course challenged. The Board will not assess non-enrolling students for *Challenge Credits* for Board Authorized Courses;
- c. Enrolling students may challenge for credits, courses offered in other district schools as per this policy or for courses offered in other school districts as per their course challenge policies and regulations;
- d. There is no limit to the number of courses that may be awarded through *Challenge*. **A student may only challenge a particular course once;**
- e. Schools will first review all documentation of prior learning a student presents to determine if credit can be awarded through *Equivalency* before a student undertakes a *Challenge* process;
- f. Students should be able to first demonstrate their readiness to Challenge a course based on factors such as a recommendation from a previous teacher or from evidence that relevant learning has been acquired outside the regular classroom setting. School staff, in consultation with students and parents, will make the decision about readiness;
- g. Schools will award Challenge credits when the student demonstrates competency of at least a C- or 50% standing based upon the same exit standards as students who have taken the course through enrollment;
- h. Students will be assessed for Challenge credits through, for example, laboratory demonstrations, oral performances, interviews, written examinations, presentations of a collection of portfolio work and/or any other relevant assessment means as determined by the school principal;
- i. For reporting and transcript purposes, schools will assign a letter grade and percentage to all credits awarded through *Challenge* processes.

3. External Credentials: (Ministry-Approved Documented Prior Learning)

- a. All secondary students enrolled with the school board are entitled free of charge, a review to determine any credits earned for *Ministry-Approved Credentials*;
- b. There is no limit to the number of credits a student may earn for *Ministry-Approved Credentials*;
- c. Although schools will provide assistance for students in determining whether or not Ministry-Approved Credentials will assist each student in meeting his/her post-secondary entrance requirements, it is the responsibility of students and parents to verify admission requirement for the post-secondary institutions they plan to attend;
- d. Students must provide the school principal with the appropriate documentation proving successful completion of the external assessment, course or program;
- e. Students may earn credits for *Ministry-Approved Credentials* earned prior to entering grade 10;
- f. For reporting and transcript purposes, schools must assign all credits received as a result of an external credential either a letter grade and percentage (if possible to determine) or “*Transfer Standing*” (TS).

4. Credit for Post-Secondary Courses:

- a. Schools will review, free of charge, students’ transcripts upon request to determine if they are entitled to earn any credits for post-secondary courses as listed in the most recent edition of the *British Columbia Council on Admissions and Transfer Guide*, as specified in individual *Career Technical Center (CTC)* program agreements or as included in a BC public post-secondary institution’s calendar as a course leading to a credential of one year or less, a two-year diploma or a four year degree;
- b. Credits granted for post-secondary courses will be reported using course codes listed in the *Course Information Book*;
- c. For reporting and transcripts purposes, schools will assign all credits earned at a post-secondary institution a letter grade and percentage. Such courses will be awarded four credits, regardless of the number of credits indicated on the post-secondary institution’s transcript, unless the course is offered in modules. Credits for modules will be granted proportionate to 4 credits for the whole course;

- d. Adult Basic Education Courses (ABE) do not count for dual credit.

5. Independent Directed Study (IDS)

- a. Schools may allow students to take independent directed study courses to initiate the student's own areas of learning, to recognize prior learning in a ministry or board authorized course for which the student did not complete, and to receive credit for graduation;
- b. Schools may work with students to develop IDS courses that are based upon the learning outcomes from any Ministry-approved or Board-Authorized grade secondary course. Students may pursue learning in depth of one or more learning outcomes, or may study more broadly a wide variety of learning outcomes from a single course;
- c. IDS credits may only be used to satisfy elective requirements;
- d. Students may earn 1, 2, 3 or up to 4 credits for a single IDS course or for a portion of a course, but there is no limit to the total number of IDS credits a student may earn. Grade 12 IDS credits may count toward the maximum of 16 grade 12 credits required for graduation;
- e. The number of credits a student may earn will be set out in a plan developed by the student and a teacher, and approved by the principal and the student's parent/guardian;
- f. For reporting and transcript purposes, schools must assign all credits received from an independent-directed study a letter grade and percentage.
- g. When students complete a portion of the outcomes of a course, schools may report their achievements to the Ministry using IDS credits by pro-rating the credit value by the percentage of course outcomes completed.

School District 48: Howe Sound

Policy Subject: CHALLENGE CREDIT

Date Passed: September 1997

Date Amended: NA

Policy: CHALLENGE CREDIT

Regulation No. R605.3

Date Approved: September, 1997

Date Amended:

This Regulation provides the direction for the secondary schools in establishing course challenge procedures.

1. General Conditions

1.1 A student who believes he/she has mastered the learning outcomes of a course offered by the school may challenge the course for credit by applying in writing to the principal. The school principal will review the challenge application and set conditions for challenge, including:

1.1.1 setting time frames when challenges may take place, normally at the beginning of the year or during the regular quarter evaluation cycle

1.1.2 consulting with parents, the student, or other individuals or groups

1.1.3 consistency with the student's learning plan and the impact of the challenge on the student meeting graduation requirements.

1.2 All students may challenge courses for credit, subject to procedures established by these regulations.

1.3 Students may challenge for credit only grade 11 or 12 provincial or locally developed courses.

1.4 Normally, students will be granted only one opportunity to challenge a specific course.

1.5 To successfully challenge for credit, students must meet the same standards as students who take the course through regular classes.

1.6 Students will be awarded a letter grade and percentage mark for a course which has been successfully challenged.

1.7 The intent of the regulations is that the entire course should be challenged.

1.8 There is no limit to the number of grade 11 or 12 courses that a student can challenge.

1.9 The principal is responsible for implementation of the challenge procedures.

2. Student Eligibility

2.1 To participate in the challenge process, a student must be enrolled in the school district, registered for home schooling, or enrolled in a distance education school where the challenge is requested.

2.2 Only students who have not completed the course through previous enrolment are eligible to challenge it for credit.

2.3 Students arriving from other jurisdictions may challenge for credit where equivalency cannot be determined.

2.4 Students must be able to exhibit their readiness to challenge for credit a specific course, i.e.:

2.4.1 evidence of exceptional ability related to the course that demonstrates students will achieve the prescribed learning outcomes for the course

2.4.2 recommendations from teachers based on previous learning in a related area, for example, a recommendation may be: 125

- a) from a teacher of the course being challenged;
- b) from a teacher who has previously taught the students; or
- c) from a person who has direct knowledge of the student's abilities.

2.4.3 evidence that relevant learning has been acquired outside of school.

2.5 The decision for readiness should be made by the principal in consultation with the student and parents.

2.6 Only full courses may be challenged and students who successfully challenge a course will be granted full credit for that course.

2.7 When challenging a provincially examinable course:

2.7.1 setting time frames when challenges may take place, normally at the beginning of the year or during the regular quarter evaluation cycle

2.7.2 consulting with parents, the student, or other individuals or groups

2.7.3 consistency with the student's learning plan and the impact of the challenge on the student meeting graduation requirements.

2.8 If a student wishes to challenge a course numbered 12 that has a prerequisite, the student must successfully complete/challenge the prerequisite course first.

3. Procedures

3.1 The results of a course challenged for credit will be reported using a letter grade and a percentage. For provincially examinable courses, schools must submit the school-based mark derived from the challenge process before the provincial examination is taken, according to Ministry directives.

3.2 The student will be required to explain the reason for the challenge (ie. its relationship to Student Learning Plan).

3.3 Opportunities for challenge may be limited to particular times of the year as set

out by the school. This would usually occur during the regular examination periods or, in special cases, prior to the beginning of the school year.

3.4 Assessment procedures will be determined by the principal.

3.5 The evaluation of whether a student has been successful in the challenge process will be based on the judgment of the teacher specializing in that subject area.

3.6 The subject teacher who is involved in the challenge process and who is responsible for carrying out the evaluation will communicate in writing the results of each challenge to the principal, student and parent.

SD 42 POLICY: 8912

INDEPENDENT DIRECTED STUDIES

The Board recognizes that students learn in a variety of ways, some of which take place outside of the regular secondary school program. Independent Directed Studies are important learning opportunities for students who wish to pursue learning outcomes beyond those normally taught in the classroom, and to acquire credit for students who did not or could not meet the learning outcomes of an entire course.

Authority

The Board authorizes the Superintendent to develop and implement all procedures related to Independent Directed Studies.

Guiding Principles

IDS credits shall be awarded to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.

APPROVED: February 8, 2017

Course Challenge and Equivalency

Policy No. 605.3

The Board of Education, School District No. 91 (Nechako Lakes), recognizes the commitment to provide students with a relevant education and the need to emphasize life-long learning. Within Ministerial Policy, the Board encourages students to take greater responsibility for their learning and, as such, allows them to obtain senior course credits in ways that may not be possible within a regular school program.

The Board expects each school will have a Challenge and Equivalency process in place and this process will be communicated to students and parents.

School District 33: Chilliwack

Policy Subject: CHALLENGE FOR CREDIT

Date Passed: April 22, 1997

Date Amended: NA

Policy: CHALLENGE FOR CREDIT

Regulation No. 521.1

Date Approved: April 22, 1997

Date Amended:

All students are entitled to challenge; however, it is anticipated that only small numbers of students will be able to give strong and compelling evidence that they will succeed in the challenge, and that it is in their best interests. Challenge is not envisioned as a way for students to improve their course marks, nor as a replacement for the valuable experience a student gains by learning in the classroom setting.

A. Principles of Challenge - The following principles provide a basis for challenge including:

1. Students learn in a variety of ways and at different rates
2. The diverse needs, abilities and aspirations of students should be acknowledged
3. Relevant learning acquired by students outside school should be acknowledged
4. Challenge will provide students with opportunities to enrich and broaden intellectual, social and educational experiences (see Ministry definition of an educated person for wording)

B. Student Eligibility for Challenge

1. Students would be permitted to challenge a specific course only one time.

2. Students who have been enrolled previously in the course are in most circumstances not eligible to challenge for credit.
3. Students arriving from other jurisdictions may challenge for credit where equivalency is not appropriate.
4. Adult students are able to challenge for credit.
5. Students will be eligible for challenge as a result of teacher recommendation.
6. Students will be permitted to challenge only courses taught in the district.

C. Student Requirements for Challenge

1. The entire course must be challenged; a partial credit will not be granted through the challenge process.
2. Students must demonstrate, which may be in a variety of ways, that they have met the prescribed learning outcomes of a course for the challenge to be successful.
3. In order to challenge a course with a provincial examination, students must first successfully challenge the school portion of the mark, if successful, students will then be provided the opportunity to write the provincial examination at the first available examination date. The final letter grade and percentage mark will be based on the blended school and examination mark.
4. Students are required to provide compelling evidence that challenge will enhance the Student Learning Plan.

D. Procedure for Challenge

Part A - Authorization of Challenge

1. At the Home School - approval will be determined by a written explanation of how the challenge will meet the educational goals as set out in the Student Learning Plan.

2. Before approval to challenge a course is granted, students will complete the Checklist for Course Challenge at the Home School.

3. The approval for accessing challenge must be made by the principal in consultation with the designated teacher-advisor, student's parents/guardians (if applicable), and the student.

Part B - Assessing the Challenge

1. At a centralized location (Fraser Valley Distance Education School) the challenge process may be monitored, administered, assessed and evaluated.

E. Evaluating the Challenge

1. To successfully challenge for credit, students must meet the same standards as those expected of students who take the course through regular classes.

2. Students will be awarded credit for successful challenge, and receive a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines and the Student Progress Report Order.

F. Challenging Courses with Provincial Examinations - Students must challenge courses with a provincial examination according to the following procedures:

1. Students should first challenge the school portion of the course mark

2. If the students are successful, then they can be given an opportunity to write the provincial examination at the first available examination date

3. The school must submit the school mark derived from the challenge process before the provincial examination is written as indicated in the Ministry's Handbook of Procedures

4. Students may only write the provincial examination at the scheduled times set by the Ministry

5. Students will be awarded credit for the course and receive a letter grade and percentage mark for the course according to Ministry Reporting Policy and Guidelines and the Student Report Order.

G. When to Challenge - Under normal circumstances students are expected to declare their intention to challenge by June 1 and complete the challenge by August 31. Fees will be established annually in relationship to costs of the challenge and ability to pay.

School District 34: Abbotsford

Policy Subject: COURSE CHALLENGE AND COURSE EQUIVALENCY

Date Passed: January 22, 2001

Date Amended: NA

Policy: COURSE CHALLENGE AND COURSE EQUIVALENCY

Policy No. 7.190

Date Approved: January 22, 2001

Date Amended:

Purpose

The purpose of challenge is to permit students to obtain full credits for secondary school courses without having to take the course because they have already acquired the appropriate learning outcomes for the course elsewhere. All students are entitled to challenge; however, it is anticipated that only small numbers of students will be able to give strong and compelling evidence that they will succeed in the challenge, and that it is in their best interests. Challenge is not envisioned as a way for students to improve their course marks, nor as a replacement for the valuable experience a student gains by learning in a classroom setting.

Policy

The Board of School Trustees will give students in secondary courses the opportunity to prove their competence in specific course areas through the challenge process. Successful challenges will receive credits without having to take the course in School District No. 34 (Abbotsford).

In addition, students who have completed equivalent coursework elsewhere may apply to have that coursework recognized for credit by School District No. 34 (Abbotsford).

Intended learning outcomes and resource materials will be made available to parents

upon request.

Definitions

Course Challenge:

Challenging a course means the student has NOT completed the course previously (e.g. French 11), however, he/she has the background knowledge and learning necessary to successfully write a challenge exam.

Course Equivalency:

Receiving equivalency for a course indicates the student has taken coursework through a source other than the British Columbia K to 12 system.

Examples would be:

- Red Cross Life Guarding Program is equivalent to two Grade 12 locally developed course credits.
- There are also equivalencies for Royal Conservatory Music, Dance programs, etc.

The Ministry of Education has developed equivalencies for some of these outside courses/programs. (They are available to school counsellors in determining which courses may or may not be equivalent.)

For courses outside of the province (e.g. in another province or country), the process of determining equivalency is laid out in the policy. For example: A student may have an "equivalent" Math, French or other Grade 11 or 12 course.

By reviewing the Individual Learning Outcomes' for our provincial courses with the ones from the other jurisdiction, an equivalency may be granted.

Procedure

Procedures for this policy can only be changed with the approval of the Superintendent or designate.

A. Challenge for Credit

Principles of Challenge

The principles providing a basis for challenge include the following:

- Students learn in a variety of ways and at different rates.
- The diverse needs and abilities of students should be acknowledged.
- Students should be able to demonstrate strong and compelling evidence that they are ready to challenge for credit.
- Students must demonstrate that they have met the learning outcomes for the course being challenged to receive course credit.
- The challenge process should maintain the high standards of a quality education.
- Educators are responsible for outlining the expectations of the challenge.

Student Requirements for Challenge

1. The entire course must be challenged; a partial credit will not be granted through the challenge process.
2. Students will be granted only one opportunity to challenge a specific course.
3. Students may use a variety of ways to demonstrate that they have met the prescribed learning outcomes of a course for the challenge to be successful.
4. Students will receive a letter grade and percentage mark for a successful challenge. These marks will be recorded on report cards and transcripts.
5. In order to challenge a course with a provincial examination, students must first successfully challenge the school portion of the mark. If successful, students will then be provided the opportunity to write the provincial examination at the first available examination date. The final letter grade and percentage mark will be based on the blended school and examination mark.
6. The Board is not obliged to provide challenges for provincial or locally-

developed courses not taught in the District.

Student Eligibility for Challenge Application

1. Any enrolled student (including adult students) may challenge for credit.
 2. Students who have been enrolled previously in the course are in most circumstances not eligible to challenge it for credit.
 3. Students arriving from other jurisdictions may challenge for credit where equivalency is not appropriate.
 4. A Teacher or Administrator may recommend a student for challenge.
- ### Student Approval for Challenge

Through an application form at the home school (available from the student's counsellor), the student will provide a written explanation of how the challenge will meet the educational goals as set out in their Student Learning Plan.

The approval for challenge must be made by the principal in consultation with the designated advisor, student's parents/guardians (if applicable), and the student.

Assessing and Evaluating the Challenge

To successfully challenge for credit, students must meet the same standards as those expected of students who take the course through regular classes.

Students will be awarded credit for a successful challenge, and receive a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

Challenging Courses with Provincial Examinations

Students may challenge courses with a provincial examination according to the following procedures.

1. Students should first challenge the school portion of the course mark.
2. If the students are successful, then they can be given an opportunity to write the provincial examination at the first available examination date.
3. The school must submit the school mark derived from the challenge process before the provincial examination is written as indicated in the Ministry's Handbook of Procedures.
4. Students may only write the provincial examination at the scheduled times set by the Ministry.
5. Students will be awarded credit for the course, and receive a letter grade and percentage mark for the course according to Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

When to Challenge

Specific times during the year will be designated for students to challenge courses. Fees will be charged in accordance with the guidelines set out in Policy No. 9.230, "Student Fees".

B. Equivalency

Purpose of Equivalency

The purpose of equivalency is to recognize valid credentials equivalent to the Grade 8 to 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system. All students who can provide a credential or documentation to support their equivalency request are entitled to an equivalency review. The equivalency process is not intended to recognize undocumented prior learning.

Equivalency credit will only be granted if the prescribed learning outcomes from provincial and locally developed courses are met.

Principles of Equivalency

The principles providing a basis for equivalency include the following:

1. Students learn in a variety of ways and at different rates.
2. The diverse needs and abilities of students should be acknowledged.
3. Relevant learning acquired by students outside school should be acknowledged.
4. Students must provide credentials or documentation to demonstrate that they have met the learning outcomes of the course requested for equivalency.
5. The equivalency process should maintain the standards of a quality education.

Student Requirements for Equivalency

1. The credentials or documentation presented by the student must meet the learning outcomes of the Grades 8 to 12 course(s) for which equivalency is sought.
2. All students are entitled to apply for a review of their credentials received from other educational jurisdictions and institutions outside the regular school system which match the prescribed learning outcomes from provincial or locally developed courses.
3. Students will receive a letter grade and percentage mark for a successful equivalency or a "Transfer Standing" if information is insufficient to assign a letter grade and percentage.

Student Eligibility for Equivalency

Students are responsible for providing evidence of successful completion of a course or program of learning from other educational jurisdictions or institutions outside the regular system. Evidence is in the form of official credentials, documents, diplomas or certificates which show that the student has met the learning outcomes of the provincial or locally developed course for which

equivalency is being applied.

When equivalency is not available, students may challenge for credit.

Student Approval for Equivalency

Through an application to the student's counsellor, the student will provide a written explanation of how the equivalency will meet the educational goals as set out in their Student Learning Plan.

The approval for equivalency must be made by the principal in consultation with the designated advisor, student's parents/guardians (if applicable), and the student.

Assessing and Evaluating Equivalency

To gain successful equivalency the student must meet the same standards as those expected of students who take the course through regular classes.

Students will be awarded credit for a successful equivalency and receive a letter grade and percentage mark for the course according to the Ministry

Reporting Policy and Guidelines, and the Student Progress Report Order.

If there is insufficient evidence to award a letter grade and percentage, "Transfer Standing" will be awarded.

When to Apply for Equivalency

Specific times during the year will be designated for students to gain equivalency for courses. No fees will be charged for equivalency granted at the home school.

Fees will be established in relationship to costs and ability to pay if credentials or documentation provided require considerable time to process.

Credit for Students Who Have Left French Immersion Upon completion of Français Langue 7 or 8

If a student leaves a French Immersion Program after successfully completing Francais Langue 7 or 8 then in accordance with District policy, it is recognized that most of the outcomes of French 8, 9 and 10 will have been attained. The student will be placed according to abilities and according to the offerings at the school. Prior to registration in French the student and parents must consult with the appropriate school-based personnel.

If the student wishes to be placed in French 12, then a requirement will be to participate in an interview in French with the teacher and to write a response in French, to a French reading provided by the teacher. If the teacher determines that the student has a reasonable chance of success in French 12, then the student will be enrolled in a French 12 class for a trial of 12 hours of class time. If after this trial the teacher feels the student is inappropriately placed, then, upon consultation with the parent and student, an adjustment to an appropriate placement may be made.

Upon Completion of Francais Langue 9 or 10

Upon successful completion of Francais Langue 9 or 10 students may, if leaving a French Immersion Program, choose one of the following options:

1. The mark reported to the Ministry of Education for French 11

Challenge is determined by averaging the best two of the previous three years' marks in Francais Langue. Note that Francais Langue 8 is the lowest level course to be used to calculate the average mark. If no percentage is available, the percentage used will be the mid-point of the percentage range for the letter grade. For example, a B would be reported as 79%.

2. Credit for French 11 Challenge and Challenge to French 12

The mark will be determined as in (1) and reported to the Ministry of Education as the final mark for French 11 Challenge as well as the school portion of the mark for French 12, enabling the student to write the Provincial Examinations.

3. Credit for French 11 Challenge and enroll in French 12

If a student chooses this option, then the French 11 Challenge mark is calculated and reported to the Ministry of Education as described above.

4. Enrol in French 11

Students may wish to choose this option to improve their grade.

C. Letter Grade for Reporting External Credits

When reporting to the Ministry of Education external credits for programs listed in the section "External Courses" of the Ministry of Education Course Information Grade 12 Transcripts and Examinations, it is recommended that grade TS for Transfer Standing be reported as the letter grade. No percentage need be reported.

This is in alignment with the Ministry's Provincial Letter Grade Order dated April 30, 1996, which states, "TS may be granted by the administrative officer in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act".

D. Processing Student and Parental Requests to Exempt a Student from a Secondary Course Rationale

The District recognizes that learning occurs in a wide variety of settings. In exceptional cases, students may have already met the prescribed outcomes of a specific subject. Further, the Principal has the authority to exempt students in exceptional circumstances.

The School Principal has the authority and responsibility for determining if the student has provided sufficient proof to support the request for exemption.

Students granted exemption from enrolling in a course will have the grade reported for that course as Transfer Standing.

Process for Consideration to be Exempted from Secondary Physical Education

Students must submit a portfolio containing:

- A practice and performance log detailing times, dates and performance results. The student must demonstrate a minimum of 100 hours of practice or performance over a period of one calendar year or one school year within an appropriate physical activity. The log must be verified and signed off by a coach or instructor accredited or recognized by the appropriate physical activity. The log must be verified and signed off by a coach or instructor accredited or recognized by the appropriate provincial sporting association verifying that an adult supervised the activities in the log. The coach or instructor signing off the log cannot be an immediate family member of the student
- Documentation explaining how the student has met approximately 80% of the learning outcomes prescribed in the Integrated Resource package.
- The exemption, if granted, is for one grade level only and must be updated and resubmitted if requested in additional years.

Reference: Ministerial Order 192/94, The Provincial Letter Grades Order.
Process for Consideration to be Exempted from Secondary Career and Personal Planning (CAPP)

Students wishing to challenge the secondary Career and Personal Planning curriculum must adhere to the following criteria:

- Submit a portfolio showing documentation explaining how the student has met approximately 80% of the learning outcomes prescribed in the Integrated Resource package. The student portfolio will be reviewed by the School CAPP Coordinator or designate.

The intended learning outcomes will be made available to parents/guardians upon request. This information is available from the School CAPP Coordinator or the District Curriculum Department.

- The exemption, if granted, is for one grade level only and must be updated and

resubmitted if requested in additional years.

- Each student or student in the presence of their parent/guardian will be interviewed by the School CAPP Coordinator or designate.

School District 52: Prince Rupert

Policy Subject: INDEPENDENT DIRECTED STUDY

Date Passed: NA

Date Amended: NA

Policy: INDEPENDENT DIRECTED STUDY

Regulation No. 5.26

Date Approved:

Date Amended:

A. Purpose

The purpose of independent-directed study is to permit students to initiate their own course of learning at the grade 11 or 12 level under the supervision of a teacher. Such study is intended to provide opportunity for in-depth study and will be based on either provincial curriculum or locally developed curriculum.

B. Preamble

Independent-directed study provides opportunities for greater flexibility in the education system. It does this by permitting students to pursue learning outcomes beyond those usually taught in the school course. This could take the form of extending the curriculum at a higher level, addressing parts of the curriculum that have not been taught, conducting an in-depth study of an aspect of the curriculum, or doing more focused activities related to parts of the curriculum.

C. Regulation

1. The Independent-Directed Study Regulation is not a student entitlement.
2. Independent-directed study must be based on either the learning outcomes of a provincial curriculum or the learning outcomes of a locally developed curriculum.

3. The maximum value in one subject for independent-directed study is two credits.
4. Credit earned through independent-directed study will be applied only to the Selected Studies component of the provincial graduation requirements.
5. Within the selected studies there is a 12 credit and a 10 credit section. Students are permitted to apply 10 independent-directed study credits to the 10 credit section and 12 or more credits to the 12 credit section. Secondary counsellors, therefore, will determine the best placement for the independent-directed study credits within the selected studies components.

D. Guidelines

General

School Boards should develop procedures to allow students to pursue independent-directed study. Principals will be delegated responsibility to implement the procedures and approve all independent studies. Teachers will decide whether they wish to arrange independent-directed study with a student.

Student Participation

In order to participate in independent-directed study, students will demonstrate an ability to work independently with minimal direction.

Students will not be required to be enrolled in, or have completed, the specific course in order to be considered for the opportunity to participate in an independent-directed study related to the course.

Requests and approval to participate in an independent-directed study will be linked to the student's goals as articulated in the Student Learning Plan. Students will be advised how independent-directed study will fit into their course of studies and graduation requirements.

Designing an Independent-Directed Study

An independent-directed study must be principally based on the learning outcomes from one curriculum, either provincially approved or locally developed.

An independent-directed study must be assigned a value of one or two credits.

Students will be involved in the design, planning and evaluation of their work.

With the support of an educator each student will develop a plan for completing the independent-directed study. This will become part of the Student Learning Plan and include:

- a process for ongoing facilitation and assessment of student progress;
- a criteria for determining successful completion of the independent-directed study; and
- an agreed upon credit value for the proposed independent-directed study.

Assigning and Reporting Independent-Directed Study

When a student has completed an independent-directed study, the results will be reported in the subsequent reporting period using a letter grade and a percentage and will show the associated credit(s).

The independent-directed study code will indicate the course on which it is based.

Students will receive provincial course credit when the independent-directed study is based on provincial curriculum; students will receive local course credit when the independent-directed study is based on locally developed curriculum.

An independent-directed study based on curriculum at the grade 11 level will be recorded as grade 11 credit; such study at the grade 12 level will be recorded as a grade 12 credit.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7310

DATE: 2009-04-28

REVISED:

SUBJECT: **STUDENT PARTICIPATION IN EXTRA-CURRICULAR PHYSICAL
ACTIVITIES**

The Board of Education encourages student participation in extra-curricular activities and that student participation in these activities be believes that safety and health factors should ~~student participation in extra-curricular physical activities must be undertaken such that student participation is~~ dependent upon consideration of safety and health factors.

Student participation in school sports activities and other extra-curricular physical activities will be appropriate to each student's level of conditioning and endurance, and will require informed parental consent.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7310 R

DATE: 2008-04-28

REVISED:

SUBJECT: **STUDENT PARTICIPATION IN EXTRA-CURRICULAR PHYSICAL ACTIVITIES**

Prior to any student participating in a school sport or extra-curricular physical activity:

I. Schools will:

- a. Inform students and parents/guardians of recommended conditioning.
- b. Review with and provide information to students and their parents/guardians regarding the potential risk factors involved in the particular sport or physical activity.
- c. Provide students with parental permission forms (as per [Policy #5020](#) and [Policy #5025](#)) and other pertinent forms and information (that might include Appendix A and B) that outline the foreseeable risks of participating in the school sport or physical activity as per information provided from [BC School Sports](#) and [YouthSafe Outdoors](#).
- d. Monitor student conditioning and health as students participate in a sport or physical activity and make any necessary decisions as per any prudent parent or guardian.

II. Students and Parents/Guardians will:

- a. Attend the school's information session and/or review information regarding risks, conditioning levels, and pertinent medical information.
- b. Complete and return the permission form provided by the school.

Appendix A:

**Fraser-Cascade School District 78: Sudden Cardiac Arrest Screening
Sudden Cardiac Arrest Information**

Medical History	Yes	No
I experience chest pain/discomfort upon exertion		
I have experienced unexplained fainting or near-fainting spells		
I experience excessive and unexplained fatigue associated with exercise		
I have experienced heart murmurs		
One or more close relative has died of heart disease before age 50		
A close relative under age 50 has been diagnosed with heart disease		

Physical Examination

Heart Murmur detected		
Blood pressure is in normal range		
Femoral pulses are in normal range		
Physical appearance of Marfan Syndrome is apparent		
Brachial artery blood pressure taken in sitting position is in normal range		

If you have any concerns arising from a review of this screening tool, as it pertains to an understanding of your physical fitness and health, you may wish to discuss it further with your family physician.

Appendix B:

What Are the Signs and Symptoms of Marfan Syndrome?

The signs and symptoms of Marfan syndrome vary from one person to another, even within the same family. Some people have mild signs and symptoms, while others may have severe problems and discomfort. Signs and symptoms occur in many parts of the body, including:

- The bones and ligaments
- The heart and blood vessels
- The eyes
- The lungs
- The skin

Appearance and Body Build

Some of the major signs of Marfan syndrome are the common physical features seen in people with the condition. People with Marfan syndrome often have:

- A tall, slender body build. They may be very tall or taller than other family members who do not have the condition. However, it should be noted that short, heavy people also can have Marfan syndrome.
- Long arms, legs, fingers, and toes. A person's arm span (the distance from the fingertips of one hand to the fingertips of the other with the arms stretched out from the sides) may be greater than his or her height.
- A long and narrow face.
- A highly arched roof of the mouth with crowded teeth.
- A receding lower jaw, causing an overbite.
- A protruding or sunken chest.
- A curved spine.
- Flat feet that are rotated inward (some people, however, have exaggerated arches).

Bones, Cartilage, and Ligaments

The bones of the limbs, hands, and feet often grow too long in people with Marfan syndrome. This typically leads to a tall, thin body with disproportionately long arms, fingers, legs and toes. People with Marfan syndrome have loose, relaxed ligaments and are usually loose jointed.

Chest abnormalities may occur due to an overgrowth of the ribs. There are two types of chest abnormalities:

- Pigeon breast, also called pectus carinatum. The chest protrudes outward like a bird's chest. This can affect heart and lung function.
- Funnel chest, also called pectus excavatum. The chest is sunken or indented, reducing the space between the breastbone and the backbone. As a result, the heart and lungs are displaced. Heart and lung function may be affected, leading to breathing and endurance problems.

Curvature of the spine may occur. It usually develops during childhood, often gets worse during the teenage growth spurt, and may require surgical treatment. The three main types of abnormal spine curvature are:

- Scoliosis – a side-to-side curvature
- Lordosis – an inward curvature of the spine in the lower back, just above the buttocks
- Kyphosis – an outward curvature of the spine in the upper back (hunchback)

School District 8: Kootenay Lake

Policy Subject: STUDENT ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Date Passed: January 14, 2003

Date Amended: NA

Policy: STUDENT ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Policy No. 305

Date Approved: January 14, 2003

Date Amended:

POLICY

The Board encourages student participation in extra-curricular activities and believes that participation in such activities benefits the student. Subject to the Regulations accompanying this Policy, participation in extra-curricular activities must be open to all students registered in School District No. 8.

REGULATIONS

1. Eligibility decisions are generally made by individual schools. However, such decisions will be guided by the application of District Policy and Regulations.
2. The Policies of BC School Sports regarding eligibility for participation in sports are recognized and supported by the Board.
3. In order to participate in an extra-curricular activity, students must be enrolled in the school where they intend to participate. However, subject to any regulations established by BC School Sports, a student may participate in another District school's extra-curricular activity provided that:
 - 3.1 the activity is not provided at the District school in which the student is registered;

3.2 both school Principals agree; and,

3.3 the receiving school is able to accommodate the incoming student without displacing a student who wishes to participate in that particular extra-curricular activity.

4. Students are required to maintain regular attendance, satisfactory behaviour, and achievement in order to participate in an extra-curricular activity.

5. The Principal may withdraw extra-curricular participation from a student if the student does not maintain satisfactory attendance, behaviour and achievement.

Administrative Procedure 261

EXTRA-CURRICULAR ACTIVITIES**Background**

Since extra-curricular activities can contribute to a positive environment for students, employee-organized or sponsored activities outside of regular classroom instruction shall be considered to be an integral and important part of the total school program.

Procedures

1. Extra-curricular activities must be consistent with the school's objectives and within the capacity of the school's resources to provide appropriate sponsorship.
2. Principals are responsible for ensuring that any student activity conducted under the auspices of the school is consistent with school objectives, and appropriately sponsored and supervised.
3. School-sponsored extra-curricular activities must be under the sponsorship and supervision of a District employee.
4. Where leadership or sponsorship is further delegated to a non-employed volunteer, that volunteer:
 - 4.1 Must be approved by the Principal; and
 - 4.2 Have completed a criminal records review.
5. Students are responsible to the Principal and staff during all school-sponsored activities.
6. School-sponsored activities have priority in the scheduling of out-of-class use of the school building.

Reference: Sections 17, 20, 22, 65, 85 School Act
Motor Vehicles Act

School District 34: Abbotsford

Policy Subject: CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES
REQUIRING TRAVEL

Date Passed: April 5, 2004

Date Amended: NA

Policy: CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES
REQUIRING TRAVEL

Policy No. 6.30

Date Approved: April 5, 2004

Date Amended:

Purpose

The Board of School Trustees of School District No. 34 (Abbotsford) supports curricular and extra-curricular activities, such as field trips and competitions. The Board is also aware of the increased risk to student safety posed by these activities, and therefore prescribes the limitations detailed in this policy and procedure to minimize that risk.

The purpose of these policies and procedures is to outline district requirements and criteria that must be followed for any curricular or extra-curricular activities requiring students leave the premises of their registered school. The use of school buses, commercial buses and private vehicles are addressed in this policy, as well as guidelines for supervising and accommodating students on field trips.

Policy

Parents and staff should be consulted regarding the desirability of field trips; especially where major expenditures will be required.

Definitions

Curricular or Extra-curricular Program - a course of study or activity that is provided, organized, supervised, or sponsored by a school authority.

Supervisor - an employee who exercises School Board authority according to Board policies or directives for a specific activity within the context of this policy. The school principal may designate, in writing, the supervisor who will assume overall responsibility for arranging and supervising the travel and activity. If the principal does not designate a supervisor, the principal will assume the responsibilities of the supervisor.

Adult Monitor - an adult (staff member or other volunteer) other than the supervisor, who accompanies a group of students on a field trip to assist the supervisor in managing the activities related to the field trip.

Within School District No. 34 (Abbotsford) - within the recognized boundaries of the school district, which are approximately from the Vedder Canal in the east to Lefeuvre Road in the west, and from the Canada/United States border in the south to the Fraser River in the north.

Within the region - within the following limits:

- east to Hope but not beyond, but including Camp Kawkawa and Camp Squeah
- south to the southern city limits of Seattle along the I-5 corridor

Note: Students must carry additional valid "Out of Country" Medical Insurance.

- north and east along Highway No. 7 Hope, including those areas accessible from Highway No. 7, such as Weaver Creek, up to and including Harrison Hot Springs and Camp Chehalis, but excluding Hemlock Valley
- west to the Greater Vancouver area and the Highway No. 1 and Island Highway corridor on Vancouver Island
- northwest to Horseshoe Bay

Supervision Ratios

The following ratios shall be observed on all day field trips:

K - Grade 5 Recommended 1 adult per 5 children
Minimum 1 adult per 10 children

Grades 6 - 8 Recommended 1 adult per 8 children
Minimum 1 adult per 12 children

Grades 9 - 12 Recommended 1 adult per 10 children
Minimum 1 adult per 15 children

The Superintendent will have the discretion to approve exceptions to the above ratios on trips within the Region.

Accommodation and Supervision on Overnight Field Trips

A certified teacher employed by the district must accompany students on all overnight field trips. Wherever possible, an administrative officer should accompany students on overnight trips.

Note: Refer to Section 4.3 for overnight trip ratios.

When overnight accommodation is required, preference will be given to commercial (motel) accommodation or group accommodation in a gym.

Billeting means staying in a host student's private residence on an overnight trip.

If students need to be billeted, the sponsor teacher should ensure that students are placed with a family who will provide a safe environment. Students must be billeted in pairs of the same gender.

Required Approvals

Travel within School District No. 34 (Abbotsford) requires prior written approval

from the principal.

Travel within the region requires prior written approval from the principal and the Superintendent.

Travel outside of the region requires the prior written approval of the principal and Superintendent.

Any travel that does not meet all the criteria provided in this policy and procedure requires prior written approval of the principal, Superintendent of Schools, and the Board of School Trustees.

For every field trip, the principal is responsible for ensuring that parents/guardians have signed the appropriate consent forms before travel is permitted.

Responsibility for Procedures

Procedures relating to this policy may be changed with the approval of the Board of School Trustees.

Procedure

Student safety and well being are the first and most important criteria that must be met for any trip. Weather and road conditions must be carefully monitored and extreme caution must be exercised when deciding whether to proceed with travel. The principal or designate shall make the final decision (in consultation with the Transportation Dept. if using a school bus). Where a trip involves potentially dangerous activities (e.g.: water sports, hiking, climbing, skiing/ snowboarding, etc.), provision must be made for appropriately certified personnel to be present during such activities. Such activities require the use of the "Field Trip Consent and Waiver Form for Participation in a Higher Risk Activity", Form No. PP6-30-5.

All travel in a private vehicle (to, from and/or at the destination) requires prior written parental consent.

Any parent volunteer or staff member driving a vehicle with a carrying capacity of more than ten (10) persons including driver (regardless of the number of passengers carried) must have a Class 4 driver's license, and the vehicle must have a valid School Bus permit.

Section 1: Approvals

Field trips will be considered and may be approved if no more than three school days are involved. Any extension beyond three school days will require special application to the Board, and will only be granted in exceptional circumstances.

Walking trips are not covered by this policy; however, they must be approved by the principal in consultation with the teacher.

1.1 Trips Within School District No. 34 (Abbotsford)

Application for trips within the Abbotsford School District is made to the principal in writing, using the appropriate form. Travel may be by private vehicle or by bus (see sections 2 and 3).

1.2 Regional Trips

Application is made to the principal using the appropriate form. The principal indicates support of the application by signing the form and forwarding it to the Superintendent for counter-signature. The Superintendent will return a copy of the countersigned form to the principal.

K to Grade 5 students are limited to trips within a normal school day (8:00 a.m. to 5:00 p.m.), however, in exceptional circumstances, special application may be made to the Superintendent.

Travel may be by private vehicle or bus (see sections 2 and 3).

Financing for such trips is not normally covered by district funds.

1.3 Trips Outside the Region but Within B.C.

Application is made to the principal using the appropriate form. The principal indicates support of the application by signing the form and forwarding it to the Superintendent for counter-signature. The Superintendent will return a copy of the countersigned form to the principal.

Elementary and middle schools are normally limited to trips within the region; however, in exceptional circumstances, special application may be made to the Board.

Travel to locations outside of the region will be by coach-type bus or public transportation (for example: rail, commercial aircraft, government ferry, etc.). Financing for such trips is not normally covered by district funds.

1.4 Trips Outside the Region and Outside B.C.

Before definite plans are made for trips outside BC, the principal should seek approval in principle from the Board through the Superintendent. Application is made by the principal to the Superintendent using the appropriate form (Field Trip Approval Form, PP6-30-8). The Superintendent will present the application to the Board for approval.

In reviewing the proposed trip for possible approval, the Board will consider:

- the purpose and nature of the trip
- the direct educational value of the trip to the students
- the amount of instructional time lost (maximum three days except in special circumstances); Open House Canada exchanges are not restricted by this time limit, since they involve some in-school instruction
- any factors related to the trip that may offset the loss of instructional time to the students (attach a daily timetable to indicate planned time use)

- the supervisory requirements and arrangements for the trip, including billeting arrangements and any student travel arrangements
- the means that have been planned for raising the necessary funds
- group or individual arrangements for insurance and medical coverage

Financial support will not be provided by district funds.

Final approval may be granted by the Board, on application by the principal, and with a positive recommendation from the Superintendent.

International travel will require completion of the "International Field Trip - Declaration Form", PP6-30-13.

Approval in principle should be sought as early as possible, preferably in the school term preceding the term in which the trip is planned - for example, before December 31st for a trip planned for the period between January 1st and August 31st.

Travel to locations outside of the region will be by coach-type bus or public transportation (for example, rail, commercial aircraft, government ferry, etc.).

1.5 Insurance - Out of Country Medical Coverage

Students must carry extended medical coverage for "Out of Country" travel.

Section 2: Busing

This section provides guidelines for retaining school district buses and bus companies, and for making transportation requests.

2.1 School District Buses

School district buses and drivers shall provide transport for curricular and extra-curricular trips, except when:

- school district vehicles or drivers are unavailable
- school district vehicles and drivers are available, but the cost is higher than the cost of using an outside bus company
- Cargo requirements cannot be safely accommodated by a school district bus (per motor vehicle regulations)
- trips extend beyond the region, to the U.S., or to Vancouver Island
- Certain graduation ceremonies require specific transport (at the discretion of the Principal)

Note: All school bus safety rules and guidelines, established by School District No. 34 Transportation Department, must be adhered to. (See Appendix PP6-30-14)

2.2 Bus Companies

The Secretary-Treasurer or designate will book bus companies for all curricular and extra-curricular trips based on the following:

- All buses used must qualify as "school buses" under the Motor Vehicle Act Regulations.
- All other factors being equal, curricular and extra-curricular trips will be awarded to the low tenderer.

2.3 Transportation Requests

A "Transportation Request", Form PP6-30-7 (see the sample included at the end of this section) raised at the school level and authorized by the principal or vice-principal (if so designated) must be forwarded to the Transportation office seven days in advance of the trip. After the trip, the final cost will be determined and an invoice will be sent to the school district's accounting department.

The school use section of the "Transportation Request" form must be completed at the school and authorized by the principal or vice-principal (if so designated).

If a school requires several buses on the same day to attend one event, one written request will suffice, provided that a covering memo detailing the circumstances

accompanies the request.

If one request is made to cover a full month of activities, such as swimming or skiing, that request will expire at the end of the calendar month in which it was made and will not carry over into the following month.

Requests that are approved and held on file at the Transportation office may be updated, cancelled, or held for future use in the same month. If playoff games are uncertain, the school should issue requests without dates or times entered, and then convey that information to the Transportation office as soon as possible. A minimum of 24 hours notice of cancellation is required where charter buses are involved and a change in schedule is necessary.

The pink copy of the request is retained by the school for their verification that a request has been forwarded to the Superintendent's office.

Under no circumstances will bookings be made without the required written request.

Section 3: Private Vehicles

3.1 Designated Supervisor

As provided by policy, the school principal may designate, in writing, the supervisor as defined in this policy to assume overall responsibility for arranging and supervising the travel and activity. If the principal does not designate a supervisor, the principal will assume the responsibilities of the supervisor.

3.2 Passenger Loading List

For field trips outside the District, a passenger loading list with passengers' home telephone numbers and contacts must be available both in the school and carried with the supervisor. All student medical alert information should be included with the passenger-loading list.

3.3 Approved Drivers

Each school will maintain a roster of district- approved drivers. Drivers must have:

- at least three years of driving experience for permitted trips outside the school district, or at least one year of driving experience for permitted trips within the school district
- an unrestricted license (except for corrective lenses) to drive the particular vehicle

The principal shall ensure that each driver's licence record is checked, and that each driver has completed a "Volunteer Driver Application Form", (see PP6-30-2). These forms must be updated each calendar year. The supervisor will first be satisfied that the driver is on the school's list of approved drivers. Only the approved driver for a vehicle may drive that vehicle during the trip.

3.4 Parental Consent

The supervisor is responsible for obtaining, prior to each trip, the written consent of the parent or guardian of each student to be transported (see the sample form in the procedures below). For travel within the District, the supervisor may assign students to vehicles using approved drivers.

3.5 Carrying Capacity

The supervisor will ensure that the number of persons being carried in a given passenger vehicle will not exceed the normal carrying capacity of that vehicle, and that the vehicle contains a seat belt for each person.

Any parent volunteer or staff member driving a vehicle with a carrying capacity of more than ten (10) persons, including driver, (regardless of the number of passengers carried) must have a Class 4 driver's license, and the vehicle must have a valid School Bus permit.

3.6 Driving Conditions

If inclement weather is likely to cause adverse driving conditions, the supervisor is

required to check with police or highways authorities as to driving conditions.

The supervisor should decide whether or not to proceed with the trip, and if unsure, should check with the principal. In making the determination, the rule shall be to err on the side of caution.

3.7 Fees and Reimbursement

Students may not be charged a fee for transportation, nor may drivers of private motor vehicles be reimbursed in cash or kind.

3.8 Insurance

To transport students to or from an approved curricular or extra-curricular activity, the Board of School Trustees will provide Third Party Legal Liability Insurance in excess of the vehicle owner's personal limit, according to its special third party legal liability insurance provisions to:

- each employee of the Board.
- each parent who has a student enrolled in a school administered by the Board.
- each volunteer person, other than employees or parents, who uses a motor vehicle with the written approval of the school supervisor.

The coverage will not be effective if, at the time of accident or loss, the motor vehicle driver is in breach of the terms or conditions of any other policy issued for the vehicle involved in the accident.

Section 4: Overnight Field Trips

Any field trip that involves more than three (3) school days requires approval from the Board.

4.1 Number of Trips Allowed

Except where additional travel is necessary due to advancement within a

competition, overnight field trips are limited as follows:

- Students in kindergarten through Grade 3 shall not participate in overnight field trips.
- Grades 4 - 5: one outdoor education trip per school year
- Grades 6 - 8: one outdoor education trip per school year
- Grades 9 - 10: one trip per team/group/club per school year to a maximum of two trips per student per school year
- Grades 11 and 12: two trips per team/group/club per school year

The amount of classroom time lost in such trips must be kept to a minimum, and the cumulative time lost by individual students must be carefully monitored by the principal.

4.2 Billeting

When district students are being billeted, the host principal must pre-approve the homes selected. A list of the host billet students including their name, address, and telephone number will be provided to the principal.

The supervisor must provide the host teacher sponsor with the following:

- medical insurance information for each participant (each student must have medical insurance)
- additional coverage for out-of-province/country travel
- list of students taking medication and the procedures for administering the medication
- list of students with allergies, including the nature of the allergy
- written parental consent if medicine may need to be administered

If the host school or billet will be transporting visiting students by private vehicle,

parents must be advised in advance.

As ambassadors of the district, students must obey the rules of their own school district and the host district.

4.3 Student Supervision

Abbotsford School District staff sponsors are responsible for monitoring housing arrangements to ensure that students have a safe and positive experience. The "Accommodation Information Form", PP6-30-9 (appended to this policy) must be completed as part of the application for trip approval for any overnight trip.

The minimum adult/student supervision ratio shall be:

Grades 4-5: 1 adult to each 5 students

Grades 6-8: 1 adult to each 8 students

Grades 9-12 1 adult to each 10 students

A female adult must be present on any overnight trip that involves a female student(s) (or male adult for male students). Where students are being housed in commercial accommodation, at least one supervisor (district employee) shall remain on site at all times.

4.4 Emergency Contacts

The final itinerary for the trip must be filed with the school and each relevant family, including the name and telephone number of any facility in which students may stay. Any subsequent changes are to be made known to the emergency contact person.

A plan for emergency procedures must be developed and given to all students, including a 24-hour emergency contact number.

4.5 Evaluation

At the end of the trip, the "Field Trip Evaluation Form" (PP 6-30-10) must be submitted by the supervisor and adult monitors to the principal to be kept on file. Periodically, the principal should also survey students following a trip to determine whether the experience was of value, and free from concerns with respect to safety.

Section 5: Forms

The following forms, copies of which are appended, will be used by all schools to execute this policy and procedure:

- Letter to Parents explaining the insurance requirements, (Form PP6-30-1)
- Volunteer Driver Application, (Form PP6-30-2)
- Student Travel by Private Vehicle - instructions to supervisor and check-off form, (Form PP6-30-3)
- Field Trip Parent/Guardian Consent Form, (Form PP6-30-4) - to be completed by the teacher for parents (parents/guardians are required to return the consent portion of the form)
- Field Trip Consent and Waiver Form for Participation in a Higher Risk Activity, (Form PP6-30-5)
- Sports Team Consent Form, (Form PP6-30-6) - to be completed by the teacher for parents (parents/guardians are required to return the consent portion of the form)
- Transportation Request Form - to be completed at least seven days in advance of a field trip for which a school bus will be used, (Form PP6-30-7)
- Field Trip Approval Form, (Form PP6-30-8)
- Accommodation Information Form, (Form PP6-30-9) - to be attached to the Field Trip Approval Form (for Field Trips over three days and/or Out of Region)
- Field Trip Evaluation Form, (Form PP6-30-10) - to be completed following

completion of the field trip

- Guidance Regarding Overnight Arrangements for Students, (Form PP6-30-11)
- Field Trip Flow Chart, (Form PP6-30-12)
- International Field Trip - Declaration Form, (PP6-30-13)
- Bus Safety Rules, (Form PP6-30-14)

Please see attached pdfs for Forms.