



The SFDP team is proud to work from Treaty 6, 8 & 10 Territory and the Homeland of the Metis, as we strive to improve food security for all our children and decolonize our food system.

The Come to the Table Gathering

October 2022

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Food plays a crucial role in our physical, social, and cultural well-being, but, according to the 2021 Saskatchewan Child Poverty Report Card, 26.1% of Saskatchewan children are living in poverty and facing food insecurity. This already alarming number is significantly higher in some Indigenous communities, contributing heavily to the wide disparities in health outcomes experienced by Indigenous people in our province.

Because children spend a great deal of their time at school, and schools have such a pivotal influence on the lives of children, when done right, school food programs have the potential to improve overall child health and well-being, improve food security in many communities, and significantly reduce health disparities for Indigenous families. Despite these obvious benefits, school food in Saskatchewan is significantly under-resourced and often under-valued. In order to come to a place where robust, healthful, school food programs are available to all Saskatchewan students there is a need for knowledge sharing and collaboration to inform program development opportunities, and advocacy.

An initiative of the University of Saskatchewan-led School Food Development Project (SFDP), *Come to the Table: Exploring School Food Together* was a two-day knowledge-sharing gathering hosted in Saskatoon. The goal of the gathering was to bring together representatives from Meadow Lake Tribal Council Education and Saskatoon Public Schools to connect with and learn from school food advocates, experts, and outside stakeholders.

GATHERING THEMES AND OBJECTIVES

The primary theme of *Come to the Table: Exploring School Food Together* was **culturally-appropriate school food programs (SFPs)**. The goal of the event was to provide an opportunity for partners in the SFDP to gather resources, examine current research and be inspired by innovative examples of sustainable, Indigenous-led school food initiatives currently operating across Canada. Topics of discussion included the holistic impacts of food and school food programs, models for SFP implementation and funding.

Objectives:

- To bring school and organizational partners of the School Food Development Project together in one room to network and learn from one another
- To help prepare school partners for developing their own programs by sharing information about existing, Indigenous-led SFPs from across Canada
- To inspire attendees with delicious, Indigenous food inspired meals and snacks that appeal to students and can be easily adapted to the school context



GATHERING AGENDA

Day One – Thursday, October 27th	
11:45 am	Registration Desk Open & Welcome
12:00 pm	LUNCH
1:00 pm	Opening Prayers & Remarks, Dignitaries & Land Acknowledgement
1:30 pm	Tanya Senk , Superintendent, Wandering Spirit School
2:20 pm	Courtney Wheelton , Project Manager, Yukon First Nation Education Directorate
3:10 pm	Body Break
3:25 pm	Derek Cotton , Academic Chair - School of Hospitality & Tourism, SK Polytechnic
4:00 pm	Wrap-Up
4:15 pm	Evaluation & Closing
Day Two – Friday, October 28th	
8:00 am	BREAKFAST
9:00 am	Morning Opener
9:15 am	Scott Hall , Universal School Food Lead, Maskwacis Education
10:05 am	Jenni Lessard , Chef, Inspired by Nature Culinary Consultant
10:35 am	Body Break
11:00 am	Holistic Framework: Living the Good Life to the Fullest
12:00 pm	LUNCH
1:00 pm	Rachel Engler-Stringer , Professor, University of Saskatchewan
2:00 pm	Small Group Envisioning, Networking & Discussion
3:00 pm	Body Break
3:15 pm	Large Group Envisioning, Networking & Discussion
4:00 pm	Wrap-Up
4:15 pm	Evaluation & Closing



PRESENTATION SUMMARIES

Tanya Senk (with guest Joanna Simon) – Wandering Spirit School, Toronto, ON

Superintendent Tanya Senk, and chef Joanna Simon, joined us via Zoom to share information about Kâpapâmahchakwêw - Wandering Spirit School's universal school food program.

Courtney Wheelton – Yukon First Nations Education Directorate, Whitehorse, YT

As a Project Manager for YFNED, Courtney coordinates a variety of health and education-based initiatives. She shared information on various programs, with special focus on their Jordan's Principle funded, universal, school meal program that offers breakfast, lunch, and snacks to every student at eight First Nations School Board schools.

Derek Cotton – SaskPolytechnic, Saskatoon, SK

Derek Cotton is the Academic Chair of the School of Hospitality and Tourism at SaskPolytechnic as well as a Certified Chef de Cuisine (CCC). His presentation focused on the basic equipment needs of school meal programs as well as sharing recommendations on staffing and facilities.

Scott Hall – Maskwacis Education School Commission, Maskwacis, AB

Starting out as a high school Foods teacher, Scott was instrumental in the creation and implementation of MESC's universal school lunch program. He shared with us the development of Maskwacis' SFP from its beginnings at Ermineskin Jr/Sr High School to its current iteration which serves culturally-appropriate meals and snacks to students at all 11 Maskwacis schools.

Jenni Lessard – Chef and Culinary Consultant, Lumsden, SK

Chef Jenni joined us not only as a guest speaker, but also as the consulting chef for *Come to the Table*. She shared with us her story, growing up as a Metis woman in SK and finding her personal and professional connections to food; and offered attendees her recipes and ideas to take back to their communities – hopefully inspiring the integration of traditional ingredients in their school food programs.

Rachel Engler-Stringer – University of Saskatchewan, Saskatoon, SK

Dr. Engler-Stringer is a professor with the USask Department of Community Health and Epidemiology as well as the School Food Development Project lead. She discussed some of the most recent research surrounding the benefits of culturally-appropriate, universal, school food programs.

RE-WATCH OUR GUEST SPEAKER PRESENTATIONS: [SCHOOL FOOD DEVELOPMENT PROJECT - YOUTUBE](#)

Holistic Framework – Shared by Elizabeth Read, MLTC Education, Meadow Lake, SK

Liz introduced Meadow Lake Tribal Councils holistic discussion tool (© Celia Deschambeault, 2021) to the group by reading the story, *Grandfather, Tell Us About Wild Rice* by Sandra Samatte, then having everyone share their own food stories. She helped guide our table group discussions as we used the medicine wheel framework to explore how we relate to food, how food impacts our wellbeing; and how schools and communities may support student wellbeing when it comes to food and food programming.

INSPIRING WITH FOOD

Working in collaboration with Station 20 West's Boxcar Café staff, Chef Jenni Lessard created a menu for *Come to the Table* that reflected a blend of traditional Indigenous ingredients with student-friendly, modern recipes. The goal was to inspire our attendees with possibilities.

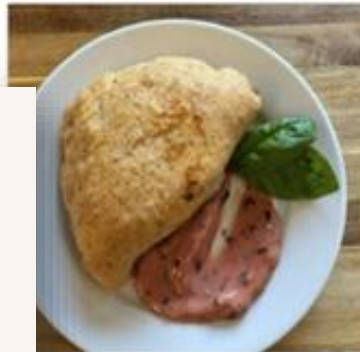
MENU

FOOD

bison calzone with saskatoon berry dip
wild rice and lentil soup
local greens salad with housemade ranch
three sisters cookies
trail mix (duck fat popcorn, dried saskatoons,
puffed wild rice, pumpkin seeds)
cinnamon apple slices
wild rice flour pancakes with chokecherry syrup
bison sausage
herbed oven roasted potatoes
apple rosehip sauce
yogurt and berry parfaits
elk sticks, bison pemmican, cheese cubes
chicken and wild rice soup
pickerel wraps with squash cream cheese
egg salad sandwiches
fresh fruit platter
veggies with hummus
saskatoon berry and apple fruit leather

BEVERAGES

coffee, tea, infused water
muskeg tea
blueberry lemonade



Bison Calzone with
Saskatoon Berry Dip



Local Mixed
Greens Salad



Wild Rice and Lentil Soup



Wild Rice Pancakes with Birch Butter,
Chokecherry Syrup & Rosehip Apple
Sauce

Food by Chef Jenni & the Box Car Cafe

**find Chef Jenni's recipes in Appendix D*



BOXCAR × CAFÉ
WHERE GREAT FOOD & COMMUNITY MEET

BIG IDEAS AND COMMON DISCUSSION THEMES



One of the major goals of *Come to the Table* was to provide opportunities for discussion and planning. To this end, we had participants take part in two Envisioning Sessions, grouped at their tables, mostly by community or region. Questions were provided to help guide discussion:

- What is your school doing well (in terms of SFPs)?
- In what ways could your school improve its food programs?
- What would your ideal SFP look like?
- What are the practical next steps your school could take to move forward with their school food programming?

Topics of discussion were diverse, but reviewing the notes and recordings taken by the SFDP team at each table revealed **four main reoccurring themes: Staffing and Volunteers; Facilities and Equipment; Student Need and Participation; and Funding.** These themes overlapped considerably, were discussed at almost every table, and were explored in terms of program strengths as well as weaknesses/barriers.

Major Theme #1 - Staffing and Volunteers

The need for adequate staffing was identified by each of our six table groups. Many programs are understaffed because of lack of candidates for open positions (both rural and urban communities reported a shortage of Nutrition Workers/substitutes) or because of a lack of funding for SFP staff. School nutrition staff were described as “underpaid” by one participant and there was a desire by several groups to be able to provide their SFP staff with additional pay, contract hours and training opportunities. Teachers and EAs are often required to assist with cooking or food service when there are staffing gaps (in addition to their regular supervision duties), which can take them away from the classroom. Staffing is also a limiting factor with school gardens, which require considerable work throughout the summer.

The quality and commitment of existing staff and volunteers was identified as a key strength in several schools. Two groups identified that they had volunteers and school leadership that “believed” in the importance of school food, one mentioned staff who contribute to their SFP as “a labour of love.” Clearly, SFPs rely on the continued dedication and teamwork of school food workers, teachers, school administrators and volunteers.

Volunteers were noted as a key part of the school food landscape by five of our table groups. Schools expressed a desire to have more community volunteers involved. Gardening programs were the most common programs in need of volunteer support. Volunteers can be difficult to source and over-reliance on volunteers is not sustainable; one school identified that it was “hard to get parents involved.” Parents and students/interns were the most referenced volunteer demographics. Three groups identified a desire for more Elder participation in the school kitchens and gardens. Two participants identified that there are volunteers associated with school food programs who would ideally be paid for their time if funding were available.

Major Theme #2 - Kitchen Equipment & Facilities

Five of the six table groups discussed a need for kitchen retrofits/renovations in their buildings and all six expressed a desire for additional appliances/equipment.

Commonly reported needs include:

- electrical and plumbing upgrades
- improved ventilation systems and range hoods
- commercial grade appliances/tools (many schools use household equipment)
- commercial dishwashing sinks and dishwashers
- renovated kitchens/cafeterias with more space for cooking, serving, and dining

Tied to these discussions, again appears the issue of funding and the need to seek grants and donors as these sorts of upgrades can be costly.

Most schools also report that while inconvenienced in their day-to-day school food operations by the limitations of their equipment and facilities, they are overcoming those obstacles to ensure their students are fed. Schools are doing what works for them – adjusting their timetables to accommodate multiple lunch periods; serving students in classrooms or common areas; creating menus that fit with their available kitchens and appliances; upgrading supplies and equipment strategically when funding becomes available; using disposable dishware to reduce dishwashing time and costs (despite being identified as unsustainable or conflicting with environmental or natural values and laws).

Major Theme #3 - Student Needs & Participation

All six groups identified the need to provide food to students and to do so without creating stigma around partaking in “free” food programs. Several groups discussed how universality (ie. serving all students regardless of need) would reduce stigma and barriers to access.

All participating schools are currently offering emergency snacks or meals for hungry students, even those which do not serve food as a rule. Occasionally these foods are directly paid for by teachers. Two articulated a desire to work towards universality in the near future. One school noted that students going home for lunch is important to their community culture, so universality is not a goal for them, but they see an opportunity to support families by providing stigma-free take-home bag lunches.

Having students participate more directly in school food programming was a topic at four tables. In addition to having more student involved in gardening, there is a desire to provide more opportunities for middle and high school students to directly participate in the preparation and serving of meals and snacks; and schools are seeking more mechanisms for providing Food Studies and Practical & Applied Arts (PAA) credits for this work. One school commented that when students help to harvest and prepare their meals/snacks “there’s a connection to the food” and they enjoy it more. Additionally, participation in land-based programming related to food was seen to stimulate interest and engagement in school food programming by students.

Two schools described food programs having a distinct impact on student attendance – breakfast and lunch programs can encourage students to arrive at school on time and stay for the full day.

Major Theme #4 - Funding

This issue of funding became the focus of the discussion at some point for every table group. Most schools pay for food programs through a combination of division-level funding, grants, and donations – remaining shortfalls to food program budgets are often covered through a school’s general funds, taking dollars from other programs and initiatives. As mentioned above, funding for additional staffing and facility improvements is a high priority, but having larger, more sustainable pockets of money to cover the rising costs of food and delivery was also of concern. Several participants noted that they would like to see more sustainable, long-term funding for their SFPs as most grants are offered on a year-to-year basis, creating additional work for School Based Administrators. Only one school community reported that “funding is not a problem, we can find the money if we need it.”

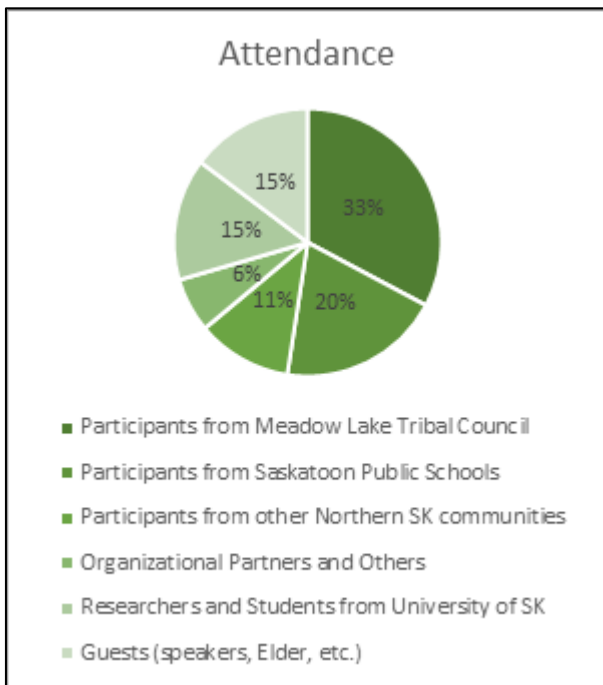
Other Common Threads

In addition to the four major themes discussed above, there were many other common discussion threads woven throughout our envisioning sessions:

- Cost of Food: rising food costs are impacting all school meal programs
- Nutrition and Food Quality: Northern communities have limited access to high quality produce; some schools would like to reduce “unhealthy” options; most schools are already focused on serving nutritious meals and snacks; many staff have questions about how to encourage picky eaters to try new things; four schools are interested in offering salad bars
- Water: encouraging students to choose water as their beverage of choice; providing water bottles and classroom refill stations; water advisories and clean water access can impact food programs (this is particularly common in Northern communities)
- Gardening and Growing: exploring options for indoor growing; expanding outdoor garden infrastructure (greenhouses, plots, fencing, etc.); providing more training for school garden staff; maintaining gardens over the summer; the potential of using school garden produce in school meal programs; anecdotally, students are very much engaged by growing and gardening activities

- Traditional Food and Land-Based Programs: overcoming administrative barriers to field trips and land-based education opportunities; developing local/regional protocols for the use of wild meat in schools; including traditional foods in school menus on a more frequent basis; developing outdoor kitchens and school camps for land-based learning; connecting land and food-based learning to curriculum
- Food Delivery and Storage: maximizing orders and delivery schedules to find mechanisms for reducing the cost of food delivery (an important topic for Northern schools that pay substantially more for less frequent food deliveries); adequate space to store food and equipment in a food safe manner, including fridge, freezer, and cupboard space . Food Procurement, Delivery and Storage: maximizing orders and delivery schedules to find mechanisms for reducing the cost of food delivery or to reduce the burden of travelling substantially to procure food (an important topic for Northern schools who pay substantially more for less frequent food deliveries or who must travel multiple hours to reduce overall food costs); adequate space to store food and equipment in a food safe manner, including fridge, freezer, and cupboard space
- Building Connections: finding local business and individual donors to support programs; connecting with local growers, grocers, hunters, and fishers; networking with other communities and agencies to share ideas, menus, and other resources; becoming advocates locally, provincially, and federally for SFP funding; finding more avenues for Elder participation
- Social Enterprise: creating mechanisms for having school food teams/students sell their own produce, create new products (ex. salad dressings), provide community catering services, etc. so that profits can be returned to cover program costs

CONFERENCE ATTENDANCE



There were 67 registered attendees for the in-person *Come to the Table* gathering, this includes school staff, organizational partners, our guest speakers, and the SFDP team, among others. Of those registered, seven were unable to attend.

Final attendance number was 60 people: 11 school staff and one superintendent from Saskatoon Public Schools (*Aden Bowman Collegiate, Howard Coad Elementary, Mayfair Elementary and WP Bate Elementary*); 19 school staff and one superintendent from MLTC Education (*Birch Narrows School, Clearwater River Dene School, Canoe Lake Miksiw School, Makwa Sahgaiehcan First Nation School, Kopahawakenum Community School, Island Lake First Nation School, St. Louis/English River First Nation School, Buffalo River Dene Nation School,*

Waterhen Lake First Nation School); two staff from Athabasca Denesuline Education Authority; three members of the Little Red River Board of Education; two principals from Lac La Ronge Indian Band; two staff from CHEP Good Food; a representative from Canadian Feed the Children; five University of Saskatchewan student researchers; plus our guest speakers and members of the SFDP team.

Our gathering Elder, Dolores Blackmon, joined us from Canoe Lake Cree Nation. to provide guidance, prayers and support throughout the gathering.

Guest speaker presentations were also streamed live via Zoom. 42 individuals joined the Zoom on Thursday, and 38 logged in on Friday. These online participants represented a variety of government, educational and non-profit organizations including (among others) the Public Health Agency of Canada; University of Toronto; Sudbury Public Health; Farm to School Canada; MLTC; Surrey Schools; SK Health Authority; United Way; and Breakfast Clubs of Canada.

Participant Evaluation Highlights

All participants were invited to complete an evaluation form and submit it at the end of the gathering. To encourage completion of finished evaluations, those who submitted forms were provided with an additional entry to win a door prize.

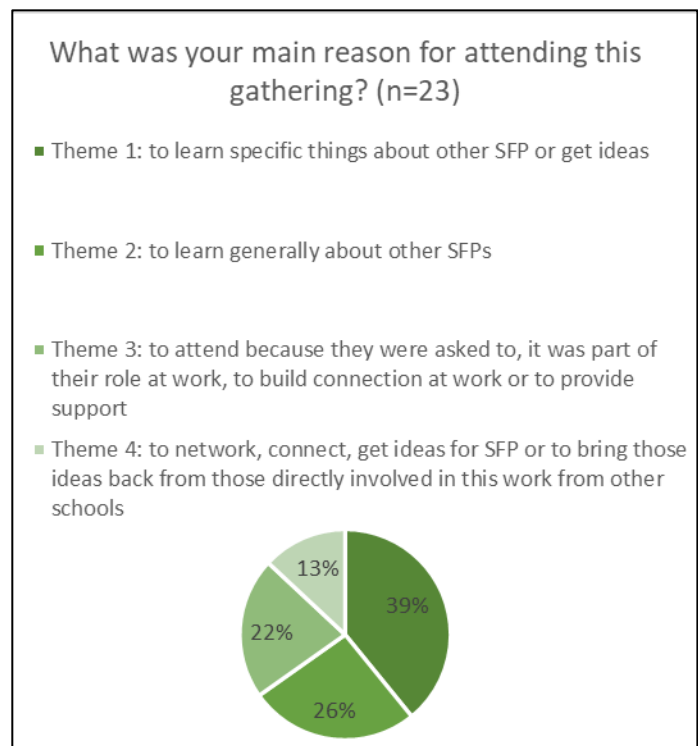
The evaluation was double sided. The first side included two narrative questions and a series of statements that the participants had to rank their responses to. The second side was a holistic evaluation tool.

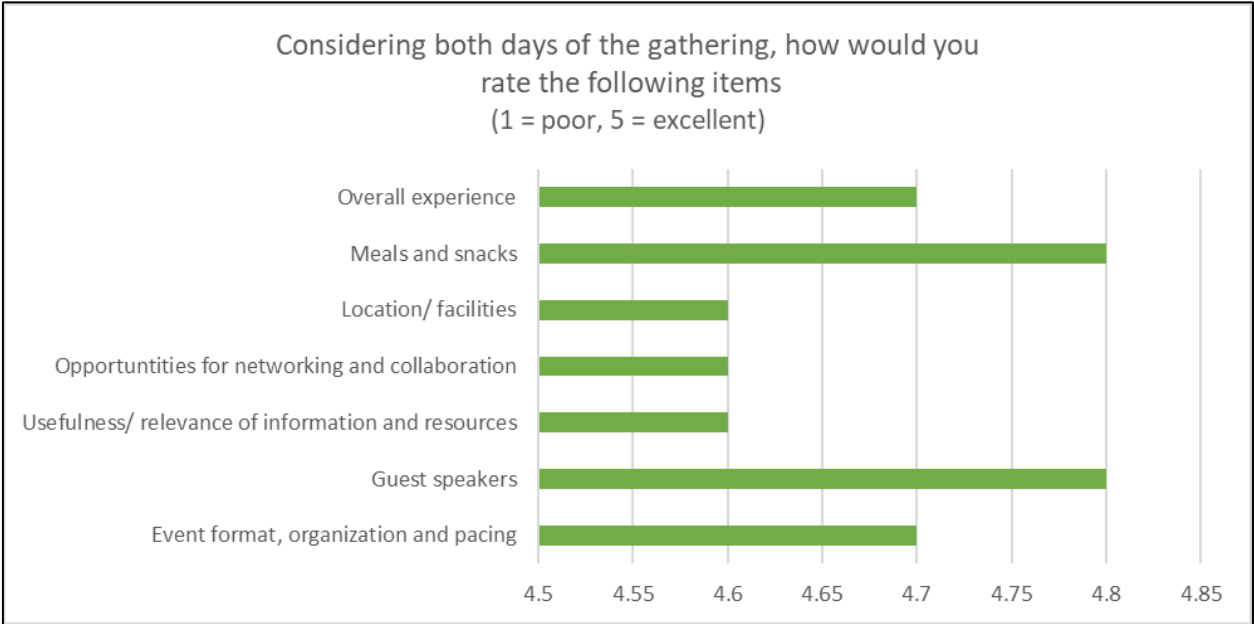
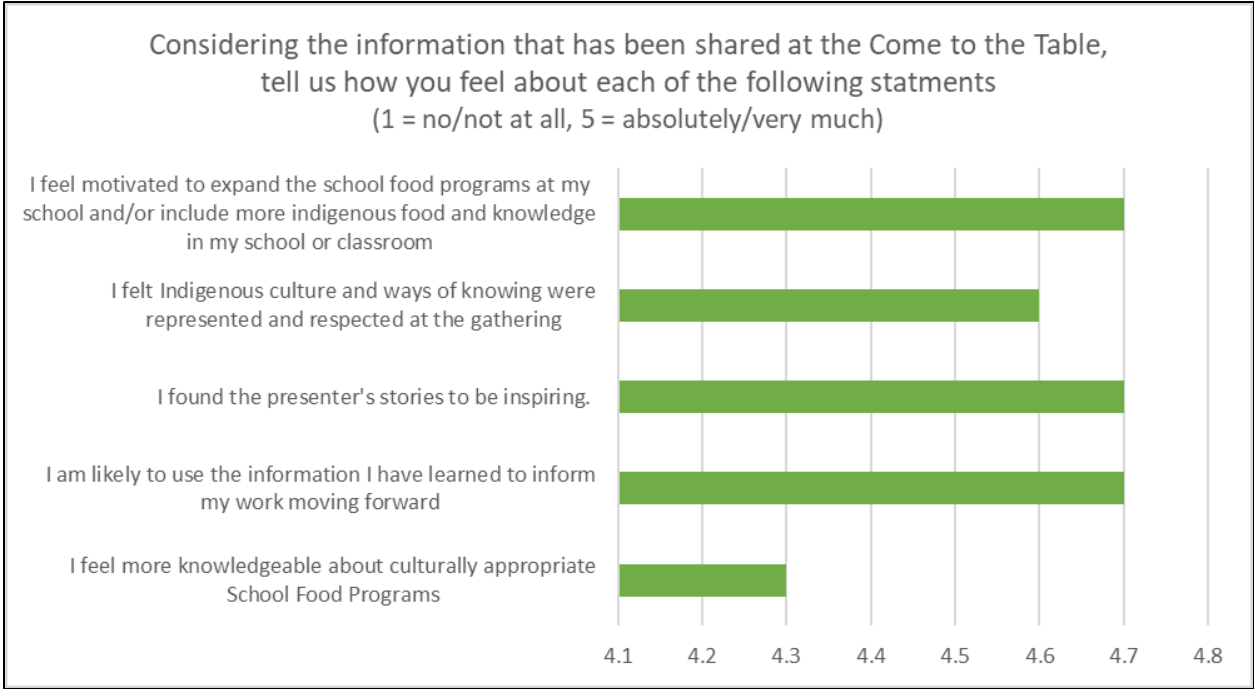
On the first side, participants were asked to describe their main reason(s) for attending the gathering. 23 participants responded.

They were asked to rank responses to statements related to how they felt about the gathering. 26-27 participants responded.

Next came a series of questions about their overall experience at the gathering. 26-27 responded to each statement out of 28 evaluations.

No response to any question fell below 3 on the scale.

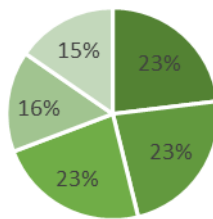




After completing their ranked questions, they were invited to make general comments or statements about their experiences. 14 participants responded with comments. Over 69% of the responses here indicated some identified change whether it be that they learned something

Other Comments and Feedback (n=14)

- Theme 1: comments about the need to create long term system wide changes and follow through on plans and opportunities
- Theme 2: comments about making connections between what was learned and applying it in home community and how valuable it was
- Theme 3: comments about how much was learned and gratitude for the information
- Theme 4: comments on the quality of presenters and enjoying the format for breakouts
- Theme 5: comments about enjoying the gathering or aspects of it



new, made connections about plans they could carry out in their communities or identified a greater need for planning or system wide change (Themes 1-3).

The holistic evaluation tool asked the participants to comment on their takeaways from the event using the four holistic aspects: Mind – what did you learn? Heart – how do you feel? Body – what are you taking back to your community? Spirit – what connections have you made to your life? Participants expressed that they would take back many good ideas, new friendships and “foodships,” creative and healthy recipes and new food knowledge to share at home with relatives. (3/14).

A total of 28 evaluations were received. 14 of those completed both sides of the evaluation form.

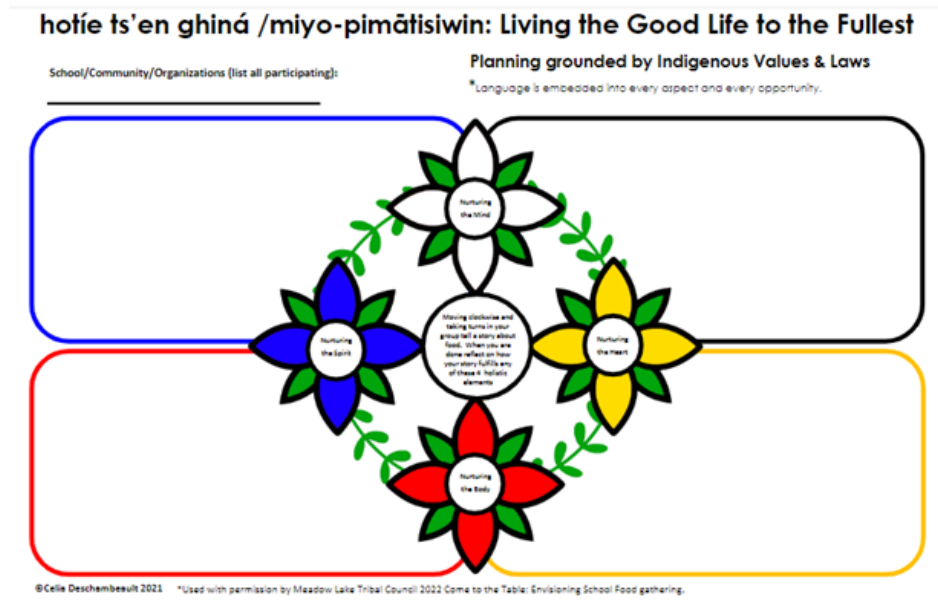


See Appendix C for a more detailed account of all the evaluations.

PROJECT PARTNERS & FUNDERS



APPENDIX A – HOLISTIC FRAMEWORK



Holistic Framework: Planning Grounded in Indigenous Values & Laws

The MLTC student success planning tool, copyright Celia Deschambeault 2021, was edited and used with permission from Meadow Lake Tribal Council Education to explore food and its impacts on student, family, staff, and community well-being. The tool was used to explore how we relate to food, how food impacts our wellbeing, and how schools and communities may support student wellbeing when it comes to food and food programming.

Process:

Participants were invited to share in small groups during a structured discussion using the tool. The holistic nature of the tool invited participants to reflect on the four elements of holistic model: mind, emotions/heart, body, and spirit. Anyone that did not wish to participate was welcome to pass and simply listen to others' responses.

Recording and Reporting Back:

A new template was used to record the answers of participants as they worked through the tool and shared their thoughts. Participants were then given an opportunity to report back to the group about some of the key themes that came out of their discussions and any issues they felt compelled to bring forward as they begin to think about planning school food programming.

Using a Holistic Model:

If you would like to try a similar activity, consider working with an Elder or knowledge keeper in your area to develop a holistic framework that would work in your community.

Questions or Comments:

If you have questions about the holistic framework used by MLTC, contact MLTC Education at 306-236-1331 or Celia Deschambeault for more information about the copyright on this resource.

APPENDIX B – ADDITIONAL RESOURCES

The links provided here were recommended by attendees at the gathering or by our guest speakers.

[Nurturing Healthy Eaters](#) – a handout by the Ontario Dietitians in Public Health which provides information on encouraging students to make healthy food choices

[NSTEP Tsuut'ina on Vimeo](#) – Nutrition Students, Teachers Exercising with Parents (NSTEP) works with schools, community, after school programs, colleges, universities, and early childhood education initiatives providing hands-on nutrition and physical activity programs to help teach children and their caregivers how to live their best lives. This video features their programming with Tsuut'ina community schools. More information about their program is available on their website: <https://nstep.ca>.

[Nutrition Month Toolkit](#) – this toolkit from the Saskatchewan Health Authority has resources for Nutrition Month activities for grades K-8. It is aligned with SK Curriculum documents.

[Teach Food First: An Educator's Toolkit - HealthySchools BC](#) – this toolkit offers resources for exploring Canada's Food Guide with students. Activities align with BC curriculum documents but are a great jumping off point for SK teachers.

[Food for Thought](#) – Food for Thought is an Edmonton-based organisation that aims to provide hungry schoolchildren with nutritious, whole food. Their long-term goal is to help alleviate the underlying problems that create food insecurity in AB in the first place.

[The Edible Schoolyard Project](#) – Check out this inspirational program out of Berkely, California. The Edible Schoolyard Project is a non-profit organization dedicated to the transformation of public education by using organic school gardens, kitchens, and cafeterias to teach both academic subjects and the values of nourishment, stewardship, and community.

[Indigenous Food | Be a ConnectR](#) – Reconciliation Saskatoon's ConnectR website has links to informative articles, podcasts, and resources about topics such as Traditional Medicines, Indigenous foods, Anti-Racism, Truth & Reconciliation, etc.

[Altario School](#) – Altario School is a public, K-12 school in Altario, AB that offers an innovative, hands-on agricultural program for students including a student-led farm!

[First Across The Line - APTN Tv Series episode 3](#) – Sign up for a free 14-day APTN trial www.aptnlumi.ca to view this short documentary about the Pinehouse Lake Football team. The documentary includes short segments exploring how the team forms relationships around food.

[Dandelion Pancakes](#) – a simple recipe for dandelion flower pancakes from the Captain Planet Foundation.

[Indigenous Reflections](#) - Indigenous Reflections is a 100% Indigenous owned business that offers books, classroom resources, craft kits, etc. for exploring Indigenous heritage and ways of knowing. The book, *Grandfather, Tell Us About Wild Rice* is available for purchase there.

Find more resources at [School Food Program Resources - Saskatchewan Population Health and Evaluation Research Unit \(spheru.ca\)](#)

Sticky note comments left on our "Parking Lot" idea wall:

Community Lunches - once a month? Get families to come to the school and eat with their children

Saskatoon Berry Dip Recipe:

- mayo
- S'toon berry jam
- minced garlic

BOOKS:
Food Will Win the War
by Ian Mosby

Braiding Sweetgrass
by Robin Wall Kimmerer

Fishing Trips
Have students catch, prepare (fillet, smoke, etc.) their own fish. Have a school feast.

for the kids...
the *LUNCH LADY* series
by Jarrett J. Krosoczka

Idea Parking Lot

Dandelion Picking
make dandelion tea or pancakes. Lots of fun dandelion activities online 

Plant berry bushes in the school yard so students can harvest

Potential Funding Sources:

- Breakfast Clubs of Canada
- PC Children's Charity
- Jordan's Principle
- Local businesses

If you're part of the process, you're more likely to try it!

GET THOSE KIDS COOKING!

Big Batch Recipes for Schools
www.thelunchbox.org
(they have lots of recipes with traditional ingredients, too!)

Coalition for Healthy School Food

Your school can join the coalition and help advocate for SFPs!!!
www.healthyschoolfood.ca

APPENDIX C – EVALUATION DETAILS

The following is a more detailed report on the evaluations that came from participants at the gathering.

	Knowledge of culturally appropriate SF	Likelihood of using information	Presenters' Stories Inspiring	Indigenous Culture Representation	Motivation to expand SF/Indigenous food	Event Format	Guest Speakers	Usefulness	Networking/Collab	Location	Food	Overall	Reason for Attending	Other Comments
1	5	5	5	5	5	5	5	5	5	5	5	5	New ideas and how to plan.	The presenters were very good and I loved learning new things.
2	4	5	3	4	5	4	4	4	5	4	4	4	To learn about other school food programs	I truly enjoyed hearing the Maswacis story
3			4	4	4		4	4			5		Representative of the school	
4	3	4	5	4	4	5	4	5	5	3	5	5	Indigenous food sovereignty	
5	4	5	5	5	5	5	5	5	5	5	5	5	I believe I was chosen by the principal of my school because I run a school garden and hydro gardening. I was most interested in getting an idea of how I'm doing as well as new ideas.	I had a wonderful time. Any doubts I had on my projects have been replaced with motivation and inspiration :)
6	4	5	4	4	4	4	4	5	4	4	3	4	To network and get some ideas for our school food program	
7	3	5	5	5	5	5	5	5	5	5	5	5	looking to determine whether to expand our breakfast program/garden program into more	"It was really nice having Chef Jenni cook and present in a practice what you preach sort of way.
8	5	5	5	5	5	5	5	5	5	5	5	5	Learn more about food programs	Are more people considering a farm to table kind of model. We are really far north and want to consider that as a model."
9	5	5	5	5	5	5	5	5	5	5	5	5		"Excellent 2 days. I learned a lot and took many great ideas and connections from the 2 day.
10	5	5	5	5	5	5	5	5	5	5	5	5	To learn + to start work at my school + to support my staff	Food & snacks were absolutely amazing!"
11	5	5	5	5	5	5	5	5	5	5	5	5	"Bring my work, future work + community my new food learnings	
12	4	4	5	4	4	5	5	5	5	5	5	5	To connect with other Nations, my relatives (we are all relatives)"	It was an excellent learning opportunity. Thank you!
13	4	5	5	4	N/A	5	5	4	4	5	5	5	Support the partnership b/n MLTC + UofS, present, support our 9 MLFNs w/ food programming	
14	3	4	4	5	5	4	5	4	4	4	3	5		
15	5	5	5	5	5	5	5	5	5	5	5	5	We have a breakfast and emergency lunch program and we would like to hear about other school ideas.	
16	4	3.5	4.5	5	N/A	4.5	5	4	3.5	3.5	5	5	See what other groups menu's are, healthy traditional foods.	"I love the small and large group discussions.
17	4	4	4	4	4	4	4	4	4	3	4	4	Education + notetaking	I enjoyed listening to the guest speakers. They did an awesome job."
18	4	4	4	3	4	4	4	4	4	4	5	5	Mainly for information, see what others are doing for these schools	Good information to take back to my community and try the salad bar, and eventually expand on HEALTHY food for breakfast lunch and snacks.
19	5	5	5	4	4	5	5	5	5	5	5	5	To Help us, ideas, planning on our lunch programs.	
20	4	5	5	5	5	5	5	5	5	5	5	5	to learn more about meal programs in other schools	

21	5	5	5	5	5	4	5	5	4	5	5	5	To learn more about food programs in schools	Very Informative
22	5	5	5	5	5	5	5	5	5	5	5	5	I wanted to collaborate/Listen to what programs other communities were offering to their students for breakfast/Lunch/snack. Also if anyone else had a garden or greenhouse	
23	5	5	5	5	5	5	5	5	5	5	5	5	Learning how to help kids access healthy foods in our schools.	
24	4	4	5	5	5	5	5	5	5	5	5	5		I think that discussions such as the ones over the past 2 days have to continue. We need to see our plans through. Marci cho
25	5	5	5	5	5	4	5	4	4	4	5	5	Ctod.	Thank you for the opportunity to be part of this event. It has allowed us to create a new vision for feeding our kids at our school.
26	5	4	5	5	5	5	5	3.5	4	5	5	5	Because my co-operating teacher and the school principal said it would be great to learn this knowledge as an intern	
27	4	5	5	5	5	5	5	3	5	5	5	5	To have a better understanding for my school.	I look forward to the rest of the work.
28	5	5	5	5	5	5	5	5	5	5	5	5	Our school is participating in the the project. I am the foods teacher and teach it to issues of food waste, food security and Indigenous Food Sovereignty.	

STATEMENT RESPONSES (1-5)

	MEAN	MODE	MIN	MAX
I feel more knowledgeable about culturally appropriate School Food programs.	4.35	5	3	5
I am likely to use the information I have learned to inform my work moving forward.	4.67	5	3.5	5
I found the presenter’s stories to be inspiring.	4.72	5	3	5
I felt Indigenous culture and ways of knowing were represented and respected at the gathering.	4.63	5	3	5
I feel more motivated to expand the School Food Programs at my school and/or include more Indigenous food and knowledge in my school or classroom.	4.72	5	4	5

CONFERENCE EVALUATION (1-5)

	MEAN	MODE	MIN	MAX
Event Format, Organization & Pacing	4.71	5	4	5
Guest Speakers	4.78	5	4	5
Usefulness/Relevance of Information & Resources	4.57	5	3	5
Opportunities for Networking & Collaboration	4.63	5	3.5	5
Location/Facilities	4.60	5	3	5
Meals & Snacks	4.78	5	3	5
Overall Experience	4.88	5	4	5

APPENDIX D – RECIPES BY CHEF JENNI

Whole Wheat Bannock *by Chef Jenni Lessard**

Servings: 24

Prep time: 15 min

Cook time: 30 min

INGREDIENTS

- 3 cups whole wheat flour
- 3 cups all-purpose flour
- 3 Tbsp baking powder
- 1 tsp salt
- 2 Tbsp brown sugar
- ½ cup oil or melted lard
- 3 to 3 ½ cups cold water

*This recipe is not a super traditional one. I adapted it from a recipe given to me by my Great Aunt. If you want a stiffer dough, use less water. I use half whole wheat flour to increase nutritional value and add a nuttier, more complex flavour but you can stick to white flour if you like.

DIRECTIONS

1. In a large bowl, combine both flours, baking powder, salt and brown sugar.
2. Add water and oil and mix with hands until all the dry ingredients are incorporated. If making bannock on a stick, add the water gradually until dough is the consistency of a thick biscuit dough. For baked bannock, use 3 ½ to 4 cups water.
3. Turn out onto a floured counter and knead a few minutes. Form into a 12 inch by 12-inch circle and bake 30-35 min at 375 F until golden brown.

Bison Calzones *by Chef Jenni Lessard**

Servings: 24

Prep time: 25 min

Cook time: 10 min

INGREDIENTS

- 3 lbs ground bison (substitute ground beef, moose or other meat)
- 1 Tbsp oil
- ¼ cup onion, diced
- 2 garlic cloves, minced
- 1 tsp each of crumbled dried sage, dried basil, garlic powder, onion powder, salt
- ½ tsp pepper
- 1 small can tomato paste
- 2 cups shredded mozzarella

* Sometimes I like to brush the dough with butter or oil then sprinkle a bit of Italian seasoning on top.

DIRECTIONS

1. Heat oil in large skillet. Scramble fry bison with garlic and onions until no pink remains.
2. Add herbs and spices and tomato paste and mix well. Add a bit of water if it seems too dry.
3. Make whole wheat bannock dough according to recipe, using a bit less water, about 3 cups total.
4. Roll dough out into a rectangle about ½ inch thick. Using a jar lid or circle cutter, cut 24 circles.
5. Put 2 Tbsp bison filling in centre of circle and top with shredded cheese.
6. Fold over and pinch edges together to seal well.
7. Place on an ungreased, parchment lined baking sheet and either freeze and then store in Ziplock bag up to two months or bake at 375F for about 35 min, until golden brown.

Saskatoon & Apple Fruit Leather *by Chef Jenni Lessard*

Servings: 24

Prep time: 15 min

Cook time: 6 hours

INGREDIENTS

250 g (about 3 medium apples)
apple, diced with skin on
500 g (about 1.5 cups) Saskatoon
Berries
45 ml (3 Tbsp) lemon juice
45 ml (3 Tbsp) maple syrup
2 pinches of cinnamon

DIRECTIONS

1. Combine apple, Saskatoon berries, lemon juice, maple syrup and cinnamon in a pot and bring to a boil. Reduce for a simmer and cook just until apples are tender.
2. Puree in blender until smooth.
3. Spread onto a parchment covered baking sheet just thin enough for the mixture to cover the bottom.
4. Put in oven set to 175 F, uncovered, for 6 hrs.
5. Let cool completely, then roll up and cut into individual portions, using parchment paper in the roll to prevent sticking.
6. Store in an airtight container up to a week in the fridge or up to three months in the freezer.

3 Sisters Spice Cookies *by Chef Jenni Lessard**

Servings: 24

Prep time: 10 min

Cook time: 12 min

INGREDIENTS

½ cup soft vegan margarine or sunflower oil
½ cup granulated sugar
½ cup brown sugar
1 ½ cups squash or pumpkin puree'
1 tsp vanilla
1 cup all-purpose flour
1 cup whole wheat flour
½ cornmeal
1 tsp cinnamon
½ tsp ground ginger
½ tsp salt
1 tsp baking soda
1 tsp baking powder
1 cup cooked black beans, rinsed and chopped
cinnamon & sugar for topping

DIRECTIONS

1. Combine margarine or oil, granulated sugar, brown sugar, squash puree' and vanilla in a medium bowl and mix until light and creamy.
2. Mix all-purpose flour, whole wheat flour, cornmeal, salt, cinnamon, ginger, baking soda and baking powder in a large bowl.
3. Add wet ingredients as well as black beans to dry ingredients in bowl.
4. Scoop by tablespoonful, roll into a ball and coat with cinnamon sugar mixture. Flatten between palms and place on a parchment lined baking sheet and bake at 350 F approximately 12 minutes.

**These soft and moist cookies pay homage to the time-honoured Indigenous companion planting method using corn, bean and squash. The black beans can be easily mistaken for chocolate chips! They are vegan and can be made gluten free by substituting the flour for an equal amount of gluten free flour. I cook squash with just enough water to cover, until easily pierced with a fork, then drain and puree'. Canned pumpkin is great, too!*

APPENDIX E – BUDGET (as of Dec 1, 2022)

Category	Cost	Notes
Venue	\$ 1,284.00	2-day room rental including screen, projector, etc.
Catering (Venue)	\$ 5,855.86	1 breakfast, 3 snacks, 2 lunches, beverage bar, gratuity
Catering (Chef Jenni)	\$ 2,452.49	menu planning, specialty ingredients, accommodations
Attendees	\$ 10,468.63	mileage, per diems, accommodations
Sub Costs	\$ 1,323.00	3 SPSD substitute teachers for 1.5 days
Elder	\$ 1,852.46	honorarium, mileage, per diems, accommodations
Speakers	\$ 1,509.97	flights and/or mileage, per diems, accommodations
Supplies & Speaker Gifts	\$ 291.86	presentation remote, dreamcatchers, key chains, etc.
MC Honorarium	\$ 1,000.00	
AV & Tech Support	\$ 2,292.50	site check, camera & audio technicians, post-production
Total	\$ 28,330.77	