Steps to Creating a School Nutrition Policy

A step by step toolkit

The steps in this toolkit are adapted from the Alberta Nutrition Guidelines for Children and Youth, 2011, Government of Alberta
# Table of contents

**Introduction** .............................................................................................................................................................2

**Step 1 - Form a nutrition action committee** ..................................................................................................................3
- Readiness to change ruler .............................................................................................................................................4
- Decisional balance: pros vs. cons .................................................................................................................................4

**Step 2 - Discuss the purpose of a policy** ......................................................................................................................5

**Step 3 - Assess your school nutrition environment** .....................................................................................................6
- Part A: Complete a school food inventory .....................................................................................................................6
- Part B: Assess your food environment ..........................................................................................................................7

**Step 4 - Determine your priority areas** ........................................................................................................................8
- SMART goals ....................................................................................................................................................................8

**Step 5 - Write your nutrition policy** ..........................................................................................................................9
- Supporting resources .......................................................................................................................................................10

**Step 6 - Develop an implementation plan** ................................................................................................................12
- Communication ..............................................................................................................................................................13

**Step 7 - Monitor and evaluate** .......................................................................................................................................14

**Step 8 - Celebrate your successes** ................................................................................................................................15

## Appendix

**Appendix A – What can each partner do?** ..................................................................................................................17

**Appendix B – School nutrition environment assessment tools**
- B1: School Food Inventory .............................................................................................................................................20
- B2: Healthy Eating Rubric .............................................................................................................................................25

**References** ....................................................................................................................................................................29
Introduction

Schools play an important role in student nutrition. Children spend about half of their waking hours in school\(^1\) and consume 30%-50%\(^2\) of their daily food intake during this time. This makes school an ideal setting to promote healthy eating habits.\(^3\)

Schools can show a commitment to healthy eating by developing and implementing nutrition policies or guidelines which reflect the school or district view and standards related to nutrition\(^4\). The implementation of school nutrition guidelines has been shown as an effective way to improve the nutritional quality of both foods served in schools and foods consumed by students.\(^5\) The most successful policies are developed based on input from the whole school community, including administrators, teachers, student, parents, and other stakeholders. Establishing policies that create a supportive nutrition environment in schools will provide students with the skills, opportunities and encouragement they need to adopt healthy eating patterns.\(^1\)

This toolkit explores opportunities for schools to create a healthy school nutrition environment by providing easy to follow steps. You are invited to explore this toolkit and consider making changes at your school. Small changes over time can have a positive, cumulative impact on children’s health.
Step 1 – Form a nutrition action committee

It is important to follow a comprehensive school health approach with any new practices at your school. This approach is based on partnerships between students, school staff members, parents and the community. Ask people from different groups to be part of your healthy eating environment committee. Even small things like classroom parties can be more successful if all partners are involved and buy in.

Here is a list of potential committee members you might want to invite (see Appendix A on page 17 for some ideas on how and what each member could contribute):

<table>
<thead>
<tr>
<th>Potential committee members</th>
<th>Contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers/school staff</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Food service providers and vendors</td>
<td></td>
</tr>
<tr>
<td>Community health staff (Community Dietitian, Health Promotion, School Health Facilitators, Mental Health, etc.)</td>
<td></td>
</tr>
<tr>
<td>Others (business owners, clergy, seniors, city officials, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* It is important to involve champions as well as those who may be resistant to change, as all will provide different and valuable input. Champions can be anyone in your community who has a passion for healthier kids in healthier communities.
**Readiness to change ruler**

This is a great tool to use to get a feel of where you are starting from, what barriers or resistance you face, and to help you target your messages to get buy in from those who are resistant. Research shows that assessing readiness to change is a critical part of changing behaviour.³ Depending on the level of resistance, changes can be phased in over a period of time.

This readiness ruler should be completed to assess your group’s readiness to move forward with changes.⁷ This can be done individually or as a group. This is great exercise to get a sense of the motivation and commitment to change. For example, you may want to use this readiness ruler with your whole staff to determine buy-in and also ensure that you have some people who you know will be resistant to the changes involved in the process. This tool can be used as an evaluation tool in the sense that you can do this at the start and repeat it at any point along the way to see if progress is being made.⁶

<table>
<thead>
<tr>
<th>Not ready to change</th>
<th>Already changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

**Decisional balance: pros vs. cons**

This activity is another way to see where your group members are at. It also can help emphasize the pros for moving forward with change. This can be helpful for members who are resistant to change.

Make a list of the pros (motivation to change) and cons (barriers to change).⁸ This can be done individually or as a group. If the pros outweigh the cons, you will be more likely to succeed in meeting your goal.
Step 2 – Discuss the purpose of a policy

Policies can provide a lasting way to shape and support healthy eating environments. In order to make policy meaningful, it is important to discuss why a nutrition policy is important for your school and the potential impact a policy may have on your environment. The best time to have this discussion is before you actually start developing your policy.

Why is a nutrition policy important for our school/division?
__________________________________________________________________________________  
__________________________________________________________________________________  
__________________________________________________________________________________  
__________________________________________________________________________________  
__________________________________________________________________________________  

How will a nutrition policy impact our environment?

☐ Improved academic achievement  
☐ Reduced behavior issues  
☐ Decreased absenteeism  
☐ Enhanced focus on positive health behaviors  
☐ Enhanced school image/reputation/pride  
☐ Other ___________________________________________________________________________
Step 3 – Assess your school nutrition environment

It can be hard to know where to start when making healthier food choices in your school. A great way to start is to write down all the food related activities, events and programs that happen throughout the year at your school and to list the types of foods served.

We have included examples of tools to help you assess your school nutrition environment and determine your priority areas.

We will break down the assessment of your school nutrition environment into two parts:

**Part A:** Complete a school food inventory
**Part B:** Assess your food environment
- Joint Consortium for School Health (JCSH) Healthy School Planner
- Healthy Eating Rubric

**Part A: Complete a school food inventory**

This inventory will allow you to capture what, where and when food is being offered or sold at your school. See appendix B1 on page 20 for a copy of the School Food Inventory tool.
Part B: Assess your food environment

Joint Consortium for School Health (JCSH) Healthy School Planner Tool

The JCSH Healthy School Planner is an online tool designed to help Canadian schools create healthier environments. It offers individual schools a way to assess the overall state of their environment and focus on one or more specific topics such as healthy eating, physical activity or tobacco.

Schools can use the JCSH Healthy School Planner at any time to assess and build a plan for improving the health of their school. The Planner guides schools through a step-by-step process and provides a comprehensive feedback report. The report includes assessment results, an action plan, as well as recommendations and resources for areas selected for action.

The Healthy School Planner can be accessed at: www.hsp.uwaterloo.ca. You will need to create a login and password, but it is free for all schools.

Healthy Eating Rubric

The Healthy Eating Rubric is an assessment tool to find out how well your school is doing now, and to help develop goals for the future. It also identifies areas for improvement. It is recommended to complete an assessment annually to establish priorities and celebrate successes.

The Healthy Schools Rubric supports schools by:
- Providing meaningful and measurable data to track and report progress
- Guiding the development, implementation, and evaluation of healthy food initiatives
- Offering insight into the overall health and wellness of the school community
- Initiating important discussions related to student health and wellness.

The rubric takes about 15 minutes to fill out and can be completed with a variety of stakeholders within the school community (staff, students, parents, community members). See Appendix B2 on page 25 for a copy of the Healthy Eating Rubric.
Step 4 – Determine your priority areas

After completing the School Food Inventory and assessing your food environment, you will have identified the areas where your school is doing really well, and some areas for improvement.

If you are having trouble determining your priority areas, go back to the rubric or planner tools and look at the areas where you scored the lowest. Depending on your results, you may have more than one priority area to work on.

List the priority areas that you have identified. For example, if you used the Healthy Eating Rubric, list areas that you scored less than a ‘4 – It’s Working!’ on. Prioritize your list to create goals for policy.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

SMART goals

When developing your goals, it is important to ensure that you use the SMART criteria. Using the SMART criteria will help you develop an action plan to set and achieve goals

Specific – Clearly state what you are going to do. Your goal should answer the questions how, what, when, and where.

Measurable – Your goal should answer questions like how much and how many. This will help you measure your progress toward your goal.

Attainable – Choose a goal you can achieve. Start with small changes. You can always change your goal later to make it harder.

Rewarding – The goal should make you feel good when you achieve it. If you think your goal is worthwhile then you will be more likely to succeed.

Timely – Give yourself a time frame to reach your goals.

Here is some space to write down your goals.

For example, My school scored a 2 on cost of healthy choices. We are going to focus on lowering the price of fruits and vegetables in our canteen starting in February.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Alberta Health Services
Step 5 – Write your nutrition policy

Now that you have determined your priority areas and written some SMART goals, it is time to write your policy. The nutrition policies that you develop should reflect the most important concerns of your group.

Please consider the following recommendations:

  - The ANGCY uses a food rating system, classifying foods into Choose Most Often, Choose Sometimes or Choose Least Often categories.
  - Schools should only offer foods that fit within the Choose Most Often and Choose Sometimes categories.


- Your policy should focus on foods served, offered and sold at school or during school-based activities. This includes fundraisers, tournaments, special events, field trips, etc.

Sample Policies:

For some ideas on what some existing policies look like, visit:

- Ever Active Schools [www.everactive.org/healthy-school-policy](http://www.everactive.org/healthy-school-policy)

Write your draft policy here:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Supporting resources

General nutrition resources
- Eating Well with Canada’s Food Guide
- Alberta Nutrition Guidelines for Children and Youth
- Marketing of healthy foods at school.
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-marketing-healthy-choices.pdf
- Creating Healthy Eating Environments in Schools
  www.albertahealthservices.ca/nutrition/Page2915.aspx

Classifying foods according to the Alberta Nutrition Guidelines for Children and Youth
- Healthy Food Checker
  www.albertahealthservices.ca/nutrition/Page13977.aspx

Canteens, school stores, cafeterias, vending machines, school events and extra-curricular activities
- Snack Shack Manual
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-snack-shack-manual.pdf
- Request for Proposal (RFP): Healthy Food Product Specifications
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-request-for-proposal.doc

Fundraising
- Healthy School Fundraising
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-healthy-fundraising.pdf

Classroom celebrations:
- Healthy Snacking
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-healthy-snacking.pdf

Hot lunch or special lunch days
- Special Lunch Days
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-special-lunch-days.pdf
- What’s for Lunch
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-whats-for-lunch.pdf
Breakfast, lunch and/or snack programs

- Breakfast for Learning
  www.breakfastforlearning.ca
- Healthy Snacking
  www.albertahealthservices.ca/assets/info/nutrition/if-nfs-healthy-snacking.pdf

Healthy workplace (staff wellness and role modeling)

- Alberta Nutrition Guidelines for Adults
- Healthy Eating at Work
  http://www.albertahealthservices.ca/nutrition/Page14116.aspx

French translations

- Many of these resources are also available in French on the AHS School Nutrition website.
  http://www.albertahealthservices.ca/nutrition/Page7083.aspx
Step 6 – Develop an implementation plan

It is important to allow enough time for all stakeholders (students, parents, staff) to adapt to change. Changes may also involve working with vendors to find healthier products and to honour existing contracts.

Lasting change takes time. It may be easier to start with small changes right away and plan the bigger ones over time. The best time to implement major nutrition changes is in September or in January. Changes to your nutrition environment may need to be phased in over more than one school year.

Here are some guiding questions to developing a transition plan:

**When do you want to begin implementing the policy?**

**How will you phase in the policy?**

**How will you communicate the policy to the school community and vendors?** (See the next page for some suggestions).
Communication

Communicate openly with all stakeholders throughout policy development, from initial planning meetings through to implementation and evaluation. This will help them feel ownership of the policy and empower them to get involved.

The chart below provides some suggestions for engaging school stakeholders in the policy process.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Communication Strategy</th>
</tr>
</thead>
</table>
| School administration                     | • Education session at administrators meeting  
• Review the policy, administrative procedures and strategies for implementation at the school level |
| School staff (teachers, support staff)    | • Education session at a staff meeting  
• Review the policy, administrative procedures and school level expectations  
• Work as a staff to complete the school food inventory and assessment tool, and develop implementation plan |
| Students                                 | • Information provided in an assembly or in homeroom classrooms  
• Invite students to participate in meetings and/or become members of the nutrition action committee  
• Student leadership groups are also a great way to gain involvement and support |
| Parents                                  | • Information provided at parent council meetings or in school newsletters  
• Provide a forum for parents to ask questions and voice concerns  
• Survey parents to get their feedback and suggestions |
| Vendors/food service operators           | • Education session  
• Review the policy, administrative procedures and school level expectations  
• Work together to determine plans for foodservice |
| Community                                | • An article in the newspaper to let the community know about the policy and what it means for the school  
• Share information with businesses, groups or agencies that you work closely with |

Who will take on each role or responsibility?

It may be helpful to find champions at your school (both staff and parents) who are willing to help lead the process. Setting up a chart like the one below can help you keep track of who will do what.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 7 – Monitor and evaluate

It is important to monitor changes and outcomes of all new initiatives. Input from all stakeholders on the impact and effectiveness will help to ensure successful outcomes.

What would success look like in your school/district?

Who will be responsible for monitoring the policy? How will stakeholders be held accountable in supporting the nutrition policy?

How will you evaluate the impact of the policy on the school community? For example, a survey of students, staff and parents, or focus groups with students.
Tip: Be sure that your evaluation tool ties back to what you hope the policy will achieve.

How often and how will you review/revise the policy?
Tip: Include a space on your policy to put the date it was last reviewed or revised.
Step 8 – Celebrate your successes

It is important to take the time to celebrate your successes, both big and small. If students, staff and parents see the positive things that are happening, it is more likely that the momentum and support will continue.

Celebrations of success can come in many forms. Some examples include:
- extra time in the gym or outside
- allowing children to be the leader or choose the next activity
- a special assembly to celebrate
- an article of success stories in your school newspaper
- evening family activity (for example, a family gym night)
- classroom activities (for example, art class posters, language arts stories, etc.)
- healthy eating or active living contests and challenges that include non-food rewards (for example, stickers, pencils, swim passes or books)
Appendix
Appendix A: What can each partner do?

What can students do?

- Promote healthy choices through poster contests or activities.
  - Make posters and hang near vending machines or school stores highlighting healthy food choices.
  - Make posters explaining the difference between Choose Most Often foods and Choose Sometimes foods.
  - Design and make frequent purchase cards for healthy food products. Offer a free incentive after purchasing a set number of healthy choices.
  - Have taste testing events to trial new foods.
- Provide input into healthy food choices to encourage intake.
  - Suggest new foods to trial at school and events.
- Participate in sale and preparation of foods for sale.
  - Volunteer to help out with school store and cafeteria sales.
  - Create point of sale message cards and posters. These can be placed in food sales areas to reinforce healthy food messages.
- Form student leadership teams to help with planning, sales and choices and evaluations.
  - Participate in a healthy eating committee to ensure student input and suggestions.
  - Create a student newsletter (or website) with healthy food ideas, fun food facts or puzzles and games.
- Be leaders and role models to younger students, peers, parents and other family members.
  - Practice healthy eating habits at all events.
  - Encourage other students and staff to do the same.
  - Make healthy eating every day the normal way to eat.
  - Take healthy eating messages home to parents and family members. Be the healthy eating teacher at home!
  - Recognize and celebrate healthy eating practices by fellow students with a “I’m a healthy eater” sticker or some other form of recognition.
What can teachers do?

- Link healthy eating messages and choices to the curriculum.
  - Use the Nutrition Resource Kits (curriculum based lesson plans) to teach healthy eating and meet the Health and Life Skills curriculum outcomes. (www.albertahealthservices.ca/nutrition/Page2918.aspx)
- Provide healthy rewards.
  - Refer to School Nutrition: Nutrition Bites for ideas. (www.albertahealthservices.ca/nutrition/Page6457.aspx) See Special Event Days and Healthy Parties and Events for Kids
- Demonstrate healthy choices by role modeling.
  - Students practice what they see. Encourage water consumption in class (put away the coffee mug if you can) and try implementing a midday snack break for refueling!
- Recognize and encourage healthy food choices brought from home.
- Become a school champion.
  - Be the voice of your school. Encourage students, other staff members, parents and administrators to form a healthy eating committee.

What can administrators do?

- Support and encourage champion teachers and student leadership.
- Encourage the development of a School Health Team or Nutrition Committee in the school.
- Demonstrate healthy choices by role modeling.
- Provide incentives for healthy behaviours.
- Provide fridges/stoves/microwaves for healthier lunches.
- Negotiate healthier vendor contracts.
- Advocate to your School Board and community for healthy food programs.
- Ensure students and staff have a pleasant environment for eating.
- Ensure adequate time for students to eat lunch or snacks and participate in activities.
- Consider “reverse lunch” for younger grades. This idea allows children to resist the temptation to rush through eating their lunch to get out and play. Refer to the Reverse Lunch Toolkit: Play Before Lunch (www.albertahealthservices.ca/assets/info/nutrition/if-nfs-reverse-lunch-toolkit.pdf) to learn more.
- Educate staff on all aspects of healthy eating:
  - food safety
  - hunger
  - role modeling
- Include healthy eating announcements in morning PA activities.
- Do an environmental survey of your school’s nutrition accomplishments. Recognize and celebrate the successes and plan for future goals.
What can parents do?

- Provide healthy lunches in reusable containers.
  - Refer to What’s for Lunch? (www.albertahealthservices.ca/assets/info/nutrition/if-nfs-whats-for-lunch.pdf) for ideas.
- Ensure healthy snacks are available before/after school.
- Volunteer in school meal programs.
  - Lack of volunteers is a common barrier to implementing healthy food programs. Offer to spend 1 or 2 hours per week (if possible) to help prepare and serve food for your school.
- Encourage a healthy breakfast every day.
- Role model healthy food choices at home.
  - You have the most influence over what your children eat and are willing to try. Be open to trying new foods, encourage your children to eat something from each food group at meals.
- Join the school’s healthy eating committee to help guide choices, guidelines and events.
  - Parents are an important member of the healthy eating committee; show your kids that their health and food choices are a priority to you.
## Appendix B1: School Food Inventory

<table>
<thead>
<tr>
<th>Program name</th>
<th>Foods served or sold</th>
<th>Frequency of event</th>
<th>Provider, costs and profits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milk program</strong></td>
<td></td>
<td></td>
<td>Who runs the program?</td>
</tr>
<tr>
<td>• Please include how often these programs occur, the food outlets used and/or the types of foods served.</td>
<td></td>
<td>Is there a cost to students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Yes   □ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If yes, how are the profits used?</td>
</tr>
<tr>
<td><strong>Breakfast program</strong></td>
<td></td>
<td></td>
<td>Who provides the food?</td>
</tr>
<tr>
<td>• Please include how often these programs occur, the food outlets used and/or the types of foods served.</td>
<td></td>
<td>Is there a cost to students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Yes   □ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If yes, how are the profits used?</td>
</tr>
<tr>
<td><strong>Hot lunch program</strong></td>
<td></td>
<td></td>
<td>Who provides the food?</td>
</tr>
<tr>
<td>• Please include how often these programs occur, the food outlets used and/or the types of foods served and if possible, the prices charged.</td>
<td></td>
<td>Is there a cost to students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Yes   □ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If yes, how are the profits used?</td>
</tr>
<tr>
<td>Program name</td>
<td>Foods served or sold</td>
<td>Frequency of event</td>
<td>Provider, costs and profits</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Classroom celebrations</strong></td>
<td></td>
<td></td>
<td>Who provides the food for celebrations?</td>
</tr>
<tr>
<td>• Please include the names of all the celebrations, how often these occur and the types of foods served.</td>
<td></td>
<td></td>
<td>Is there a cost to students? □ Yes □ No</td>
</tr>
<tr>
<td><strong>Vending machines</strong></td>
<td></td>
<td></td>
<td>Who stocks/ runs the vending machines?</td>
</tr>
<tr>
<td>• Please include the number of drink and snack food machines, as well as the contents.</td>
<td></td>
<td></td>
<td>How are the profits used?</td>
</tr>
<tr>
<td><strong>Fundraisers</strong></td>
<td></td>
<td></td>
<td>How much profit is raised by food-related fundraisers?</td>
</tr>
<tr>
<td>• Please list all groups that raise money using food items and include the types of food sold.</td>
<td></td>
<td></td>
<td>Please list any non-food fundraisers at your school.</td>
</tr>
<tr>
<td><strong>Program name</strong></td>
<td><strong>Foods served or sold</strong></td>
<td><strong>Frequency of event</strong></td>
<td><strong>Provider, costs and profits</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Special food days</td>
<td></td>
<td></td>
<td>Who provides the food?</td>
</tr>
<tr>
<td>• Examples: track and field day, spirit days, etc.</td>
<td></td>
<td></td>
<td>How are the profits used?</td>
</tr>
<tr>
<td>• Please list the events and the types of foods served or sold.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra curricular events</td>
<td></td>
<td></td>
<td>Who provides the food?</td>
</tr>
<tr>
<td>• Examples: sports tournaments, band trips, field trips, etc.</td>
<td></td>
<td></td>
<td>How are the profits used?</td>
</tr>
<tr>
<td>• Please include how often these occur and the types of foods served.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program name</td>
<td>Foods served or sold</td>
<td>Frequency of event</td>
<td>Provider, costs and profits</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Classroom/student rewards</td>
<td></td>
<td></td>
<td>Who provides the items for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rewards?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please list the types of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>non-food rewards provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to students:</td>
</tr>
<tr>
<td>Canteen, school store or tuck shop</td>
<td></td>
<td></td>
<td>Who runs the program/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>provides the food?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How are the profits used?</td>
</tr>
<tr>
<td>Program name</td>
<td>Foods served or sold</td>
<td>Frequency of event</td>
<td>Provider, costs and profits</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>School meetings and events</strong></td>
<td></td>
<td></td>
<td>Who provides the food?</td>
</tr>
<tr>
<td>• Please include how often these meetings or events occur, the food outlets used and/or the types of foods served.</td>
<td></td>
<td></td>
<td>Is there a cost to participants?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If yes, how are profits used?</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td>Who runs the program/provides the food?</td>
</tr>
<tr>
<td>• Please include any other events not mentioned and the types of foods served.</td>
<td></td>
<td></td>
<td>Is there a cost?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If yes, how are profits used?</td>
</tr>
</tbody>
</table>

Notes:
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
### Appendix B2: Healthy Eating Rubric

**Date of Completion:** ___________________________

**Members completing rubric:** ________________________________________________________________________

<table>
<thead>
<tr>
<th>Area Addressed</th>
<th>4 – It’s Working!</th>
<th>3 – Getting Closer</th>
<th>2 – On the Road</th>
<th>1 – Just Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and Procedures</td>
<td>Policies and guidelines have been implemented at both the division and school level to ensure that healthy eating is supported within the school community</td>
<td>Policies and/or guidelines that promote healthy eating are being developed to support healthy eating within the school community</td>
<td>The school offers informal support for healthy eating, but has not yet addressed this issue in a formal way</td>
<td>We have just begun to raise awareness of the importance of developing some guidelines to support healthy eating at school</td>
</tr>
<tr>
<td>Are there nutrition policies and guidelines in place to support healthy eating at school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Support</td>
<td>The administration <strong>actively promotes</strong> healthy eating habits and choices through consistent modeling</td>
<td>The administration <strong>supports</strong> healthy eating habits and choices</td>
<td>The administration offers <strong>some</strong> support for healthy eating habits and choices, but on an inconsistent basis</td>
<td>We are just starting to engage administration in supporting healthy eating habits and choices</td>
</tr>
<tr>
<td>Do leaders in the school support and model healthy food choices?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Modelling</td>
<td>Staff members model healthy food choices <strong>at least 80%</strong> of the time</td>
<td>Staff members model healthy food choices <strong>at least 50%</strong> of the time</td>
<td>Staff members sometimes model healthy food choices, but not daily</td>
<td>We are considering strategies to encourage healthier food choices amongst staff</td>
</tr>
<tr>
<td>Do staff members support healthy eating habits and choices?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Leadership</td>
<td>Students are <strong>highly</strong> involved with the promotion of healthy eating and peer education</td>
<td>Students are <strong>often</strong> involved with the promotion of healthy eating and peer education</td>
<td>Students are <strong>somewhat</strong> involved with the promotion of healthy eating</td>
<td>We are starting to consider strategies to increase student involvement in the promotion of healthy eating</td>
</tr>
<tr>
<td>Are students engaged as leaders and decision-makers regarding healthy eating at school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td><strong>Ongoing</strong> opportunities to learn about healthy eating are provided to the school community through a variety of educational materials, communications, and events/initiatives</td>
<td><strong>Several</strong> opportunities to learn about healthy eating are provided to the school community through various educational materials, communications, and events/initiatives</td>
<td><strong>Occasional</strong> opportunities to learn about healthy eating are provided, but educational materials, communications, and events/initiatives are limited in number and/or accessibility</td>
<td>We have begun to consider the importance of providing educational opportunities for the school community to learn about the benefits of healthy eating</td>
</tr>
<tr>
<td>Are there educational opportunities for members of the school community to learn about healthy eating?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Addressed</td>
<td>4 – It’s Working!</td>
<td>3 – Getting Closer</td>
<td>2 – On the Road</td>
<td>1 – Just Started</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Engagement</strong>&lt;br&gt;Are there opportunities for members of the school to volunteer and/or participate in school-wide programs, events, and activities that promote healthy eating?</td>
<td>A variety of stakeholders are actively engaged in programs and activities that support healthy eating (meal/snack programs, healthy living fairs, hot lunches, school gardening projects, family picnics/potlucks etc.)</td>
<td>Several members of the school community are involved in programs and activities that support healthy eating. Strategies to engage a broader range of stakeholder groups are being developed</td>
<td>Staff and students are involved in programs and events that promote healthy eating and we are developing strategies that will encourage involvement from additional stakeholders</td>
<td>We have just begun to consider the importance of engaging the school community in programs and activities that promote healthy eating</td>
</tr>
<tr>
<td><strong>Community partnerships</strong>&lt;br&gt;Are partnerships established within the community to support healthy eating at school?</td>
<td>A variety of partnerships have been fostered within the community to support and sustain healthy eating choices at school: (dietitians, local businesses, community gardens etc.)</td>
<td>Some partnerships are being developed within the community to support healthy eating choices at school</td>
<td>The school has initiated communication with potential partners within the community to support healthy eating at school</td>
<td>We are beginning to identify potential partners within the community that may be interested in supporting healthy eating at school</td>
</tr>
<tr>
<td><strong>Universal Access</strong>&lt;br&gt;Do all students have equal access to healthy food choices?</td>
<td>All students have equal access to healthy food choices at school (breakfast, snack, lunch programs, classroom snacks are all inclusive)</td>
<td>The majority of students have access to healthy food choices at school, but not all programs are inclusive</td>
<td>Some students have access to healthy food choices, but it is based on an identified need and/or their ability to pay</td>
<td>We are just starting to consider how to offer healthy food choices to all students</td>
</tr>
<tr>
<td><strong>Variety</strong>&lt;br&gt;Are there a variety of healthy choices available at the school?</td>
<td>At least 80% of the foods available in our school are from the ‘choose most often’ or ‘choose sometimes’ categories as identified by the Alberta Nutritional Guidelines for Children and Youth</td>
<td>At least half of the foods available are healthy choices as classified by Alberta Nutritional Guidelines for Children and Youth</td>
<td>Healthy choices are available sometimes, but are not available daily</td>
<td>We are just beginning to review the types of foods available at our school</td>
</tr>
<tr>
<td><strong>Frequency</strong>&lt;br&gt;Are healthy choices available at all meal and snack times?</td>
<td>Healthy choices are available for purchase at all meal and snack times throughout the school day</td>
<td>Healthy choices are available and may be purchased most of the time</td>
<td>Healthy choices may be purchased about half of the time</td>
<td>Healthy choices are not usually available</td>
</tr>
<tr>
<td>Area Addressed</td>
<td>4 – It’s Working!</td>
<td>3 – Getting Closer</td>
<td>2 – On the Road</td>
<td>1 – Just Started</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Sale of Healthy Choices</strong></td>
<td>All foods for sale at outlets/events (vending machines, canteens, cafeterias, tuck shops etc.) consist of healthy choices</td>
<td>Majority of foods for sale at outlets/ events consist of healthy choices</td>
<td>Half of foods for sale at outlets/ events consist of healthy choices</td>
<td>Minority of foods for sale at outlets/ events consist of healthy choices</td>
</tr>
<tr>
<td>Are students able to access healthy choices at all sales outlets/ events?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eating Environment</strong></td>
<td>At least 20 minutes is provided to eat lunch and adequate space and tables are available daily</td>
<td>Either 20 minutes is provided or adequate space and tables are available daily, but not both. Strategies are in place to address these issues</td>
<td>Either 20 minutes is provided or adequate space and tables are available daily, but not both. We are raising awareness of these issues</td>
<td>Currently there is less than 20 minutes offered for lunch and we do not have a designated space to eat lunch (i.e. eat in hallway)</td>
</tr>
<tr>
<td>Is there an adequate amount of time and space allocated for lunch?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost of Healthy Choices</strong></td>
<td>Healthy choices are always less expensive</td>
<td>Healthy choices are usually less expensive</td>
<td>Healthy choices are the same price as other options</td>
<td>Healthy choices are more expensive</td>
</tr>
<tr>
<td>Are healthy choices less expensive or the same price as other options?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Celebrations</strong></td>
<td>Almost all celebrations in our school involve healthy foods exclusively</td>
<td>Most celebrations in our school involve healthy foods</td>
<td>A few celebrations offer healthy foods</td>
<td>We are just beginning to consider offering healthy foods at celebrations</td>
</tr>
<tr>
<td>Are healthy choices available during team, club, and classroom celebration activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Food Days</strong></td>
<td>Almost all hot lunches/treat days in our school involve healthy foods exclusively</td>
<td>Healthy foods are available for most hot lunches/treat days</td>
<td>A few special food days offer healthy foods</td>
<td>We are just beginning to consider offering healthy foods on hot lunch/treat days</td>
</tr>
<tr>
<td>Are healthy options provided for special food days?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food Rewards</strong></td>
<td>Food rewards are not used in the classroom</td>
<td>Most classrooms do not use food rewards or only on rare occasions</td>
<td>Classrooms are beginning to use other rewards</td>
<td>We have started to raise awareness of alternatives to food rewards</td>
</tr>
<tr>
<td>Are food rewards used in the classroom? (high sodium, fat, and/or sugar)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring the Healthy Eating Rubric

The first time you use this tool, do not worry about your total score. Compare your total scores over time to see how far you have come in improving your school nutrition environment.

Each column is worth the value of the number it represents. The total possible score is 84 points.

Here is an example of how the rubric can be scored:

- Your school has just formed their school nutrition committee and has made a commitment to offering healthier food choices in all aspects at your school. Nothing has been developed yet.
- Your school would be a number 2 – On the Road. You would award yourself 2 points for this answer.

<table>
<thead>
<tr>
<th>Area Addressed</th>
<th>4 – It’s Working!</th>
<th>3 – Getting Closer</th>
<th>2 – On the Road</th>
<th>1 – Just Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and Procedures</td>
<td>Are there nutrition policies and guidelines in place to support healthy eating at school?</td>
<td>Policies and guidelines have been implemented at both the division and school level to ensure that healthy eating is supported within the school community</td>
<td>Policies and/or guidelines that promote healthy eating are being developed to support healthy eating within the school community</td>
<td>The school offers informal support for healthy eating, but has not yet addressed this issue in a formal way</td>
</tr>
</tbody>
</table>

Summary of Assessment Results

<table>
<thead>
<tr>
<th>84</th>
</tr>
</thead>
</table>

Goals/Actions:

Comments/Reflections:
References


