

Healthy Eating Detailed Report

[School Name]

June 26, 2013

Your Confidential Report

This Healthy School Planner Feedback Report presents in summary form all of the information that you have entered into the Pan-Canadian Joint Consortium for School Health (JCSH) Healthy School Planner for the module that you have just completed.

The Feedback Report contains:

- the results of the assessment portion of the tool, for each category for your school;
- recommendations for your school addressing each indicator;

The Healthy School Planner is based on the concept of "Comprehensive School Health (CSH)", an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. It emphasizes the provision and coordination of supports and services in the school setting to encourage healthy habits that can enhance learning. The Planner was developed by the Propel Centre for Population Health Impact at the University of Waterloo, under the guidance of an Advisory Committee formed by the JCSH.

The primary purpose of the Healthy School Planner is to provide schools with information about the status of the health of their school, and to assist them with their own planning and evaluation efforts. A secondary objective is to gather information on the health of schools at a regional level, to assist education and health program planners and researchers in targeting, planning and evaluating efforts with school aged children, and to facilitate teamwork among schools, school boards and stakeholders in the greater school community.

Individualized information and feedback reports generated through the use of the tool are retained by the Propel Centre for Population Health Impact at the University of Waterloo indefinitely on a secure server, accessible only to research staff assigned to this project. The JCSH, other schools, school boards and government agencies do not have access to school specific information. While your school is in no way obligated to share the results of your assessment or how you have used the results of your assessment to help you plan your improvements, you are encouraged to share your school's feedback report with your school community.

For more information on this report, or the research associated with it, please contact:

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Interpreting your school's rubric

After your school has completed one or more of the Healthy School Planner modules and you have entered your responses online, your school will immediately receive the results of the assessment on a 4-point rubric. Based on how your school responded to each question, an automatic scoring system will place your school at a given level within the 4-point scale on the rubric. This will help your school identify ways in which you can improve in a given area. Below are definitions of each level:

Level 1 (Initiating): With respect to this particular indicator, your school is just beginning on its journey to becoming a healthy school and has lots of room for improvement.

Level 2 (Taking Action): With respect to this particular indicator, your school has started to set priority areas for creating a healthy school, but still has significant room for improvement.

Level 3 (Achieving Success): With respect to this particular indicator, your school is well on its way to developing a healthy school, but still has some areas that require improvement.

Level 4 (Maintaining Momentum): With respect to this particular indicator, your school is succeeding (well done!). Now is the time to concentrate on keeping the momentum alive to maintain while always considering new and interesting ways to continually improve. As a team, review the results of the assessment and use the results to prioritize areas for your school to focus your efforts.

Healthy Eating Detailed Rubric & Recommendations

Below are your school's results for the healthy eating detailed of the HSP and corresponding recommendations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
<p>Upon graduation from the school, all students have opportunity to demonstrate practical skills in numerous areas related to healthy eating appropriate to their development.</p>	<p>Upon graduation from our school, students have opportunity to demonstrate practical skills in a limited number of areas related to healthy eating.</p>	<p>Upon graduation from our school, some students have opportunity to demonstrate practical skills in numerous areas related to healthy eating OR Most students have opportunity to demonstrate practical skills in some areas related to healthy eating.</p>	<p>Upon graduation from our school most students have opportunity to demonstrate practical skills in numerous areas related to healthy eating OR All students have opportunity to demonstrate practical skills in some areas related to healthy eating.</p>	<p>Upon graduation from our school, all students have opportunity to demonstrate practical skills in numerous areas related to healthy eating.</p>
<p>Recommendations:</p> <p>Congratulations! Your school ensures that all students have practical skills in numerous areas related to healthy eating. Moving forward, your school should keep in mind the importance of regularly offering students opportunities to develop new practical skills related to healthy eating.</p>				
SOCIAL & PHYSICAL ENVIRONMENT				
<p>The school offers healthier foods and beverages (lower fat, sugar and sodium; higher fibre) more often than unhealthy foods and beverages.</p>	<p>Our school offers unhealthy foods and beverages more often than healthy foods and beverages.</p>	<p>Our school rarely offers healthier foods and beverages more often than unhealthy foods and beverages.</p>	<p>Our school sometimes offers healthier foods and beverages more often than unhealthy foods and beverages.</p>	<p>Our school only offers healthy foods and beverages.</p>
<p>Recommendations:</p> <p>You school ensures that only healthy foods and beverages are offered. Well done! Moving forward, continue to monitor the types of foods and beverages offered and ensure that these offerings are enjoyed by students. By providing students with opportunities to taste test new foods and beverages, they may be more likely to try new options at home too. Consider other ways to sustain the progress you have already made.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
The school offers free or reduced-price healthy food or beverage programs daily.	Our school does not offer any free or reduced price healthy food or beverage programs OR Our school offers free or reduced price healthy food or beverage programs less than once per week.	Our school offers free or reduced-price healthy food or beverage programs one or two times per week.	Our school offers free or reduced-price healthy food programs three or four times per week.	Our school offers free or reduced-price healthy food programs daily.
<p>Recommendations:</p> <p>School-based healthy food and beverage programs effectively enhance health and well-being of students since they reach most students. These programs can help students learn more effectively, develop social skills, enhance student health during critical growth and development periods, establish healthy food selection and consumption behaviours at an early age and lower the risk for future chronic disease. To improve the programs offered at your school:</p> <ul style="list-style-type: none"> • Ensure that foods and beverages offered in such programs are consistent with your local healthy eating policy/guideline or Canada’s Food Guide. • Understand the barriers to expanding your service (more days or wider variety of programs) and seek support from the community to expand or enhance the program (e.g., parent volunteers to assist with food preparation, public health to offer nutrition advice and experiences from other schools or jurisdictions). 				
The school fully supports a healthy eating environment.	Our school does not support a healthy eating environment.	Our school supports a healthy eating environment to a minimal extent.	Our school supports a healthy eating environment to some extent.	Our school fully supports a healthy eating environment.
<p>Recommendations:</p> <p>The social environment of your school influences student eating behaviours. Improving the social environment can support students in making healthier choices and ultimately to be healthier individuals. Changing the environment can be challenging, but your school can consider ways to make practices within your school support your school community to make healthy eating choices. This can be done by involving the whole school in committing to a supportive environment for healthy eating through student leadership, learning about healthy eating in the classroom, providing culturally appropriate healthy options, and providing healthy foods and beverages at staff and parent meetings. Some specific ways that groups in your schools might do this include the following tactics:</p> <ul style="list-style-type: none"> • Use pencils, stickers, or extra play time for prizes and rewards instead of food items; • Encourage student leaders to lead food tracking, tasting or learning activities that promote healthy eating. This will help students develop and use skills like communication, problem solving, and cooperation; • Serve culturally appropriate, healthy food choices based on your school population. This will help students try new foods that they may not have the opportunity to at home; • Ensure that food and beverage choices available in your school match what students are learning in the classroom about healthy eating. Healthy food and beverages should be offered in all places in the school; • Pledge to make your school a role model for healthy eating by providing healthy foods for classroom celebrations, staff meetings and fundraising events. 				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
Students have access to a pleasant and safe eating environment.	Students do not have access to a pleasant and safe eating environment.	Students have access to a pleasant and safe eating environment to a minimal extent.	Students have access to a pleasant and safe eating environment to some extent.	Students have access to a pleasant and safe eating environment.
<p>Recommendations:</p> <p>Well done! Your school values a pleasant and safe eating environment for your students. Moving forward continue to offer a clean, welcoming space with adequate seating to encourage students to socialize with their peers while enjoying their lunch.</p>				
The school has effective practices to support safe food handling.	Our school does not promote and support safe food handling practices.	Our school minimally promotes and supports safe food handling practices.	Our school somewhat promotes and supports safe food handling practices.	Our school fully promotes and supports safe food handling practices.
<p>Recommendations:</p> <p>It is important to encourage safe food handling training for students, volunteers, lunch monitors and staff who help with food programs (e.g., school-based food and beverage programs, catered lunches). Ensure that at least one food service staff member is certified in food safety and handling procedures. Many public health organizations offer food safety certification courses. It is also important for everyone handling food to be trained in basic food safety practices. For example:</p> <ul style="list-style-type: none"> • Food should be purchased from approved sources, like grocery stores, restaurants; • High-risk foods (e.g., cheese, yogurt, milk, etc.) should be stored in a refrigerator before use (cold foods should be kept at 4°C); • Hot foods should be held at safe temperatures and monitored (hot food should be kept at 60°C); • Food preparation surfaces and dining tables should be cleaned and sanitized before use; • Prevent cross-contamination; • All sinks should be supplied with liquid soap and paper towels so that everyone can wash their hands before preparing or consuming food. 				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
The school communicates key parts of its policies / guideline(s) around healthy eating at least annually.	Our school does not communicate its policies / guidelines around healthy eating at least annually to any group.	Our school communicates key parts of its policies / guidelines around healthy eating at least annually to one group.	Our school communicates key parts of its policies / guidelines around healthy eating at least annually to two groups.	Our school communicates key parts of its policies / guideline(s) around healthy eating at least annually to three or four groups, including students.

Recommendations:

Hand washing is an important aspect of safe food handling. Students at your school should be taught how to properly wash their hands and have access to hand washing equipment (e.g., hand dryer) and supplies (e.g., liquid soap, paper towel) so that they can wash their hands before eating or preparing food. It is important to encourage safe food handling training for students, volunteers, lunch monitors and staff who help with food programs (e.g., school-based food and beverage programs, catered lunches). It is also important for everyone handling food to be trained in basic food safety practices. For example:

- Food should be purchased from approved sources, like grocery stores, restaurants;
- High-risk foods (e.g., cheese, yogurt, milk, etc.) should be stored in a refrigerator before use (cold foods should be kept at 4°C);
- Hot foods should be held at safe temperatures and monitored (hot food should be kept at 60°C);
- Food preparation surfaces and dining tables should be cleaned and sanitized before use;
- Prevent cross-contamination;
- All sinks should be supplied with liquid soap and paper towels so that everyone can wash their hands before preparing or consuming food.

The school communicates its policies / guideline(s) around healthy eating through multiple methods.	Our school does not communicate its policies / guideline(s) around healthy eating to the school community.	Our school communicates its policies / guideline(s) around healthy eating to the school community through either written or verbal methods.	Our school communicates its policies / guideline(s) around healthy eating to the school community through both written and verbal methods.	Our school communicates its policies / guideline(s) around healthy eating to the school community through multiple methods, both written and verbal methods.
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Recommendations:

Strong, consistent healthy eating messages to students, families, and community groups will help increase the effectiveness of school-based healthy eating policies / guidelines. Your school has taken the first step to regularly and/or effectively communicate its policies / guidelines. Well done. To encourage adherence, all members of the school community need to be aware of the policies / practices, understand the rationale behind them and be clear about the consequences. Communication that is clear, ongoing (at least once per school year) and consistent is most effective. To keep the information fresh and to meet different needs, use a variety of strategies (e.g., written in agendas, handbooks, newsletters and newspapers; verbally communicated/discussed with staff, students, parents, businesses; use of social media, websites, signage and email communications).

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
The school evaluates its implementation of policies / guideline(s) around healthy eating at least once per year.	Our school does not review implementation of policies / guideline(s) around healthy eating.		Our school reviews implementation of policies / guideline(s) around healthy eating less than once per year.	Our school reviews implementation of policies / guideline(s) around healthy eating at least once per year.
<p>Recommendations:</p> <p>Evaluation is necessary in order for the school to determine areas where the policies / practices need improvement, the success in making a difference in the healthy eating of students, and to demonstrate the positive effects of the policies / practices to students, parents and the community. Your school could:</p> <ul style="list-style-type: none"> • Aim to evaluate implementation of school policies / guidelines on healthy eating at least once annually. • Establish a team (or build on an existing team) made up of administration, school staff, parents, students and community partners. Each member will bring a different perspective and new suggestions for improving the implementation of healthy eating policies / guidelines at your school. 				
The school has a safe food handling policy in place requiring all school community members who prepare food for more than themselves to have safe food handling training.	Our school's policy does not require individuals who prepare food for others to have safe food handling training.	Our school's policy requires some individuals who prepare food for others to have safe food handling training.	Our school's policy requires some individuals who prepare food for others to have safe food handling training.	Our school's policy requires some individuals who prepare food for others to have safe food handling training.
<p>Recommendations:</p> <p>Certification increases knowledge and skills to ensure that safe food handling practices are implemented and enables staff to stay up to date on current healthy eating issues. Ensure that at least one food service staff member is certified in safe food handling. Many public health organizations offer food safety certification courses. A trained individual can help provide basic training for others involved in food preparation and supervise food preparation areas. All others who prepare food should be offered basic training (e.g., proper hand washing) and be aware of practices implemented to keep food safe (e.g., handouts and posters with key messages).</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PARTNERSHIPS AND SERVICES				
The school community uses a wide variety of means to encourage healthy eating.	Our school has not encouraged the school community to eat nutritiously.	Our school has encouraged the school community to eat nutritiously to a minimal extent.	Our school has encouraged the school community to eat nutritiously to some extent.	Our school has fully encouraged the school community to eat nutritiously active.
<p>Recommendations:</p> <p>Your school community promotes healthy eating among its members to some extent. Well done. As you move forward, consider how your school-based efforts to encourage healthy eating might align with community-wide initiatives. By aligning with efforts in other settings (e.g., family-based and community-based activities), you create a consistent message about the benefits of healthy eating. A key strategy to ensure effective alignment is through engaging the community (including students) in program planning, soliciting support for programs and policies / practice, providing expertise, facilities or equipment and in reinforcing messages outside of the school.</p>				
The school uses feedback about healthy eating initiatives from all sources (i.e., staff, students, parents / guardians and the local community).	Our school does not use feedback from any group.	Our school uses feedback from one group.	Our school uses feedback from two groups.	Our school uses feedback from three or four groups.
<p>Recommendations:</p> <p>Aim to use feedback from all members of your school community - staff, students, parent / guardians and the local community - regarding healthy eating initiatives. Using this feedback supports and encourages the school community's involvement in the planning and decision making related to healthy eating activities and the foods and beverages offered at the school. Your school could:</p> <ul style="list-style-type: none"> • Work with the parent council to collect feedback; • Seek student input during instructional or non-instructional time at school; • Ask school staff for feedback when reviewing the implementation of healthy eating policies / guidelines. 				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PARTNERSHIPS AND SERVICES				
At least once per year, the school engages the school community (including students) to identify ways to ensure healthier choices are selected more often in school food and beverage programs.	Our school does not engage the school community to identify ways to ensure healthier choices are selected more often in any program.	Our school engages the school community less than once per year to ensure healthier choices are selected more often in school food and beverage programs.	At least once per year the school engages the school community to identify ways to ensure healthier choices are selected more often in some school food and beverage programs.	At least once per year the school engages the school community to identify ways to ensure healthier choices are selected more often in most school food and beverage programs.
<p>Recommendations:</p> <p>Your school has identified ways to ensure healthier choices are selected more often as a priority. Well done! Moving forward continue to monitor food selection and encourage community members to provide input into food and beverage offerings, and input into promotional practices of healthy options.</p>				
The school uses community support / resources to address disordered eating / weight issues to the full extent.	Our school does not use any community support / resources to address disordered eating / weight issues.	Our school uses community support / resources to address disordered eating / weight issues to a minimal extent.	Our school uses community support / resources to address disordered eating / weight issues to some extent.	Our school uses community support / resources to address disordered eating / weight issues to the full extent.
<p>Recommendations:</p> <p>Student nutrition is complex and serious. Your school has taken the first steps toward ensuring that community supports and resources are accessed to address a variety of factors that influence student eating behaviours. Well done. At your school, strive to create an environment that:</p> <ul style="list-style-type: none"> • Is sensitive to the needs of students with negative body image, disordered eating and/or issues around food insecurity; • Supports teachers in acquiring the knowledge, skills and attitudes to feel confident in responding to students with negative body image, disordered eating and/or issues around food insecurity; • Provides support by referring students to community resources and supports; • Works collaboratively to support the treatment plan developed by health care professionals to help students recover. <p>Only a fully trained health services staff member should attempt to counsel someone suffering from disordered eating and/or weight issues.</p>				

Taking Action

Now that your school has completed a module of the Healthy School Planner it is time to take action! Based on the rubric and recommendations found in this report, and, where possible other sources of data, your school should begin creating an action plan. Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you reach your objectives. The HSP website has several resources that will help you as you begin developing an action plan for your school.

Resource List

Be sure to visit the Healthy School Planner [resource list](#) for provincial/territorial, pan-Canadian and international resources that may help your school create a healthier school community.

Action Planning Template

The Healthy School Planner action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing. There is an action planning template attached to this report (see next page). However, if you need additional copies of the [template](#) they are available on the HSP website.

Additional Modules

Your school should consider completing additional modules of the Healthy School Planner. There are both express and detailed modules for physical activity, healthy eating and tobacco control. Your school can also complete the express JCSH positive mental health toolkit or the full JCSH positive mental health toolkit.

ACTION PLANNING

Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you to reach your objectives. The HSP action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing.

Priority Area

Based on your school's rubric and, where possible, a review of other data sources, select an area for improvement. This will be the focus of your planning.

Why is this a priority area?

Consider the importance, cost, time and effort needed, and support from the school community.

Timeline

Creating a date to complete your goal will help your team stay motivated and focused.

Goal

Define your goal! What does your team plan to do to take action on the priority area selected?

Check each box if your goal meets the criteria. If not, consider changing your goal until it meets all five criteria.

- Specific: Is the goal clear and specific?
- Measurable: Will your school be able to measure progress towards this goal?
- Attainable: Is it possible for your school to achieve this goal?
- Relevant: Does this goal fit with your school's purpose?
- Timely: Is there a time frame for achieving this goal?

Action

What must be done to achieve the goal?
List each action to be taken in order.

Who is responsible?

Who is responsible for making sure the goal is achieved? Who else needs to be involved?

Measures of success

What would achieving the goal look like?

Celebrate!

Plan to celebrate with your school community.