

Healthy Eating Express Report

[School Name]

April 3, 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 Express Rubric & Recommendations

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

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
All school staff participated in learning opportunities related to healthy eating in the past 12 months.	None of our school staff participated in learning opportunities related to healthy eating in the past 12 months.	Some of our school staff participated in learning opportunities related to healthy eating in the past 12 months.	Most of our school staff participated in learning opportunities related to healthy eating in the past 12 months.	All of our school staff participated in learning opportunities related to healthy eating in the past 12 months.
<p>Recommendations: Your school is well on its way to ensuring that all school staff participate in learning opportunities related to healthy eating. Moving forward, ensure that school staff are provided with multiple opportunities for regular, ongoing learning opportunities and training related to healthy eating and student nutrition. Providing staff with important information and resources on current healthy eating guidelines, information on how to promote healthy eating, safe food handling certification for staff involved in food services, and specific instruction from outside experts in nutrition on how to promote healthy eating will be emphasize the importance of healthy eating to learning outcomes.</p>				
The school fully addresses multiple healthy eating topics.	Our school does not address multiple healthy eating topics.	Our school addresses multiple healthy eating topics to a minimal extent.	Our school addresses multiple healthy eating topics to some extent.	Our school fully addresses multiple healthy eating topics.
<p>Recommendations: A whole-school approach to healthy eating can provide students with both the opportunity to learn healthy eating skills and the method to put them into practice both within and outside the school. Moving forward, your school should not only teach children about the importance of healthy eating including its impacts on growth and development, and the short- and long-term consequences of poor nutrition, but also how to implement the basic food growing and preparation skills including food growing, handling, preparation, cooking and decision-making. For teaching and learning to be comprehensive, healthy eating instruction should be integrated into other curriculum areas by applying skills learned in other classes (e.g., science, physical education, math, language) in order to maximize classroom time. Teaching staff at your school should use current, reliable and culturally appropriate resources. For example, Eating Well with Canada's Food Guide can support lesson plans to help students gain an understanding of food choices, serving sizes and how to balance their consumption of different types of foods.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHY SCHOOL POLICY				
All school food outlets and activities are required to adhere to a healthy eating policy or guideline(s).	Most of our school's food outlets and activities are not addressed by a recommended or required healthy eating policy or guideline(s).	Most of our school's food outlets and activities are addressed by a recommended healthy eating policy or guideline(s).	Most of our school's food outlets and activities are addressed by a required healthy eating policy or guideline(s).	Our school's food outlets and activities are addressed by a required healthy eating policy or guideline(s).
<p>Recommendations: Congratulations! Your school recognizes the importance of a concrete healthy eating policy or guideline. This will not only bring short-term improvements in the daily lives of students, but also ensure consistent messaging and establish healthy attitudes that can prevent the onset of obesity and chronic disease in later life.</p>				
The school always follows the policy or guideline(s) for the food and beverages offered at the school.	Our school never follows the policy or guideline(s) for the food and beverages offered at the school.	Our school rarely follows the policy or guideline(s) for the food and beverages offered at the school.	Our school sometimes follows the policy or guideline(s) for the food and beverages offered at the school.	Our school always follows the policy or guideline(s) for the food and beverages offered at the school.
<p>Recommendations: Moving forward, consider ways your school might ensure that the policy or guideline(s) for food and beverages offered at the school are consistently followed. Allowing food and beverages with little nutritional value to compete with healthy options sends mixed messages to students. Your school can:</p> <ul style="list-style-type: none"> • provide healthier alternatives to 'treats' during school celebrations by offering fruits and vegetables instead of sweets or replacing food rewards altogether with activities like dancing, games, or crafts. • consider healthier alternatives for fundraising with events and activities that promote fitness (e.g., a run, walk or dance marathon) or provide a product or service (e.g., magazines, fresh produce, car wash, recycling). <p>How does your school make these changes? If the key decision makers are on board, then it's a matter of ensuring that others (including parents) feel they are part of the solution. If key decision makers still need to be persuaded (e.g., feel there are other priorities to focus on; feel the guidelines won't be effective or will have a negative impact on the school), you will have to work to counteract these beliefs.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
The school offers free or reduced-price food and beverage programs to all students.	Our school does not offer free or reduced-price food and beverage programs.	Our school offers some free or reduced-price food and beverage programs to some students.	Our school offers free or reduced-price food and beverage programs to some students.	Our school offers free or reduced-price food and beverage programs to all students.
<p>Recommendations: Well done! Your school values the importance of offering free or reduced-price food and beverage programs to all students. Continue to assess your food and beverage programs on an ongoing basis to ensure that all students continue to have access to nutritious food and beverages. Consider sharing your story with other schools.</p>				
The school fully supports, promotes and reinforces healthy eating behaviours.	Our school does not implement practices that support, promote and reinforce healthy eating.	Our school implements practices that support, promote and reinforce healthy eating to a minimal extent.	Our school implements practices that support, promote and reinforce healthy eating to some extent.	Our school fully implements practices that support, promote and reinforce healthy eating.
<p>Recommendations: Your school has taken the first steps in implementing practices that support healthy eating. Moving forward, your school might consider some of the examples below as ways to ensure that healthy eating behaviours are supported, promoted and reinforced throughout the school day. Your school can:</p> <ul style="list-style-type: none"> • lower the price of healthier food and beverage options so that they cost the same or less than high fat or high sugar options since students tend to buy and eat lower priced foods. This may increase the likelihood that students select the healthier options. • encourage school staff to model healthy eating to students since children and adolescents who see school staff eating healthy foods are more likely to eat well themselves. • provide students with 20 minutes to eat lunch. This is a key factor in the development of healthy eating habits. With insufficient time to eat, many students turn to less nutritious foods that are readily accessible in vending machines, snack bars and school stores. • ensure that all students have access to a table and chair of appropriate height and meals are eaten in a clean, inviting area. • ensure that staff members are knowledgeable about food allergies. Students with food allergies need a safe place to learn. • make local food a priority. Your school can build relationships with the community, help students learn about local food systems while ensuring that students receive the nourishment they need. • ensuring that advertising in the school promotes healthy food and beverage choices only (e.g., milk, fruits and vegetables, 100% fruit juice). Allowing the advertisement of unhealthy or 'junk food' sends mixed messages to students. 				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
The school actively engages students in the promotion of healthy eating.	Our school does not actively engage students in the promotion of healthy eating.	Our school minimally engages students in the promotion of healthy eating.	Our school somewhat engages students in the promotion of healthy eating.	Our school fully engages students in the promotion of healthy eating.
<p>Recommendations: Your school values student engagement in the promotion of healthy eating at school. Well done! Your school should continue to consider ways to encourage all students to be engaged in the planning and promotion of healthy eating activities. Consider how your school can support other schools in your school district/board.</p>				
PARTNERSHIPS AND SERVICES				
The school has effective partnerships to support healthy eating.	Our school has minimal effective partnerships to support healthy eating among students.	Our school has some partnerships with minimal supports to support healthy eating among students.	Our school has an effective partnership that provides a variety of supports to support healthy eating among students.	Our school has effective partnerships that provide a variety of supports to support healthy eating among students.
<p>Recommendations: Your school has taken the first steps to establishing community partnerships that can assist in providing access to resources and services in order to support increased healthy eating at your school. Congratulations! Community partners can support healthy eating programs at schools in different ways such as through financial support, provision of equipment, specific expertise or more general volunteer time. Moving forward, maintain your focus on ensuring that you build and maintain partnerships with different groups, and that these partnerships are truly effective (are based on effective communication and strong interpersonal relationships; fit with the school's focus on learning; are built on links between health and learning; are inclusive of common aims, objectives and goals; are appreciative of the role each member brings; are flexible; and are developed over time). Your school can:</p> <ul style="list-style-type: none"> • work with local businesses (e.g., restaurants, convenience stores) to ensure healthier choices are available to students when they are outside of the school setting or your school. • build a relationship with local farmers. This partnership could increase opportunities for student access to healthy, seasonal and local produce, or for field trips that allow students to learn about food production, sustainability and ecological issues. 				

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.

