Purpose of this Guide

**Healthy Eating in Halton Schools** is a guide that can assist members of the school community to develop a school environment that supports healthy eating.

Provincial directions from the Ministry of Education, the Ministry of Children and Youth Services and the Ministry of Health and Long Term Care are making healthy eating and active living for school children and their families a priority. This resource will help implement this important work in schools and their communities.

This guide has been a project of the Healthy School Nutrition Environment Committee, consisting of community Registered Dietitians from the Halton Healthy Eating Network, representatives from the Halton District School Board, Halton Catholic District School Board, Halton Region Departments of Health and Social and Community Services, and interested community members.

“Instilling healthy eating and activity habits early in life is critical to promoting healthy child development and can have a positive impact on reducing risk of chronic disease later in life”.

*Dietitians of Canada, Healthy Start for Life Program, 2004*
Acknowledgements

Many thanks to the following “Halton Healthy School Nutrition Environment” workgroup members who participated in the writing of this document.

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Many thanks also to the community advisory committee and reviewers who made this document possible.

Healthy Eating in Halton Schools — A Guide to Creating a Healthy School Nutrition Environment is available online at:

- Halton Region www.halton.ca
- Halton District School Board www.hdsb.ca
- Halton Catholic District School Board www.hcdsb.org

This project has been funded in part by Halton Choices 4 Health.
What’s New?

Healthy Eating in Halton Schools: A Guide to Creating a Healthy School Nutrition Environment was released and distributed to all Halton Catholic and Public elementary and high schools in 2006. Since that time, new legislation and new resources have come into existence and therefore revisions to this document have been made. This section highlights these new items.

Healthy Food for Healthy Schools Act, 2008

With the passing of Bill 8, Healthy Food for Healthy Schools Act, and effective September 1, 2008, the Minister of Education and school boards have new responsibilities related to creating policies, guidelines and regulations governing nutrition standards for all food and beverages provided on school premises or in connection with school-related activities.

Building on an overall plan to help develop healthier lifestyle habits in children and youth, the Healthy Food for Healthy Schools Act was introduced into Ontario Legislature in April, 2008.

www.e-laws.gov.on.ca/html/source/statutes/english/2008/elaws_src_s08002_e.htm. This Act amends the Education Act to:

1. Regulate the sale of all food and beverages containing industrially produced trans fat that are prepared and sold in school cafeterias
2. Give power to the Minister of Education to create policies and guidelines with respect to nutrition standards for food and beverages provided on school premises or in connection with a school-related activity; and
3. Add a requirement for boards to ensure that food and beverages sold in vending machines comply with the nutritional standards set out in the regulations.

School Food and Beverage Policy

The School Food and Beverage Policy, www.edu.gov.on.ca/extra/eng/ppm/150.html requires that all food and beverages offered for sale in Ontario’s publicly funded elementary and secondary schools for school purposes comply with the requirements set out in the policy, including the nutrition standards, by September 1, 2011.

- The Nutrition Standards apply to all food and beverages sold in all venues including, cafeterias, vending machines, tuck shops/canteens, through all programs such as hot lunch programs and at all events such as bake sales, sporting events and fundraisers.
- The standards do not apply to food and beverages that are:
  - Offered in schools to students at no cost
  - Brought from home or purchased off school premises and are not for resale in schools
  - Available for purchase during field trips off school premises
  - Sold in schools for non-school purposes (e.g. sold by an outside organization that is using the gymnasium after school hours for a non-school-related event)
  - Sold for fundraising activities that occur off school premises
  - Sold in staff rooms
- The Nutrition Standards are set out in two sections: food and beverages. Within these sections, detailed nutrition criteria have been established that food and beverages must meet in order to be sold in schools. The nutrition criteria are provided in the following categories:

  **Healthiest (Sell Most)** – These products are the healthiest options and generally have higher levels of essential nutrients and lower amounts of fat, sugar and/or sodium. They must make up at least 80 per cent of all food choices that are available for sale. For example, if a cafeteria offers 10 items for sale, at least eight must fall under the “sell most” category.

  **Healthy (Sell Less)** – Compared to “sell most” products, these products may have slightly higher amounts of fat, sugar and/or sodium. They cannot make up more than 20 per cent of all food choices that are available for sale.
Not Permitted for Sale – These are products that generally contain few or no essential nutrients and/or contain high amounts of fat, sugar and/or sodium (e.g., deep-fried and other fried foods, confectionery). Food and beverages in this category may not be sold in schools.

- The school principal may designate up to 10 days (or fewer, as determined by the school board) during the school year as special-event days on which food and beverages sold in schools would be exempt from the nutrition standards. The school principal must consult with the school council prior to designating a day as a special-event day. They are also encouraged to consult with their students when selecting special-event days. Although “special event” days give schools greater flexibility with food and beverages, schools are encouraged to offer healthy options.
- Schools must comply with Ontario Regulation 200/8 “Trans Fat Standards” and any other applicable regulations made under the Education Act.

In addition, the following requirements must also be met:
- Principals must take into consideration strategies developed under the school board’s policy on anaphylaxis to reduce the risk of exposure to anaphylactic causative agents. (see pg 19, School Policies for HDSB and HCDSB Anaphylaxis Board Policy).
- Food and beverages must be prepared, served, and stored in accordance with Regulation 562, “Food Premises”, as amended, made under the Health Protection and Promotion Act. www.e-laws.gov.on.ca/htmlregs/english/elaws_regs_900562_e.htm.
- School boards must ensure that students have access to drinking water during the school day.
- The diversity of students and staff must be taken into consideration in order to accommodate religious and/or cultural needs.

For more information about the School Food and Beverage Policy, visit www.ontario.ca/healthyschools.

Other Resources

Eating Well with Canada’s Food Guide, available in 10 languages
The food guide was updated in 2007 and has been translated into 10 different languages in addition to English and French. For more information on the food guide go to www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php.

Nutrition tools for Schools (NTS) Kit ©

This model promotes a Healthy School Nutrition Environment by adopting a “whole school” or comprehensive approach. The tool kit was designed to support public health units in assisting schools to create a healthy nutrition environment. For more information contact the Halton Region Health Department, 905-825-6000, TTY 905-827-9833, toll free 1-866-442-5866. www.nutritiontoolsforschools.wetpaint.com
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Executive Summary

In response to the Ontario Society of Nutrition Professionals in Public Health’s Call to Action: Creating a Healthy School Nutrition Environment, the Halton Healthy Eating Network, consisting of community Registered Dietitians, the Halton District School Board, the Halton Catholic District School Board, the Halton Region Departments of Health and Social and Community Services and interested community members, have worked together to establish a “Healthy School Nutrition Environment Workgroup”.

There is a direct relationship between healthy eating and academic performance. Proper nutrition helps support students’ learning and enhances their physical, emotional, social and intellectual development. Children who are well-nourished are better able to concentrate, retain and apply information more effectively, and are more likely to demonstrate positive behaviours and relationships. Healthy eating and regular physical activity are integral to the optimal growth and development of children and play a major role in the prevention of eating disorders, unhealthy weights and chronic diseases.

The goal of the Healthy School Nutrition Environment initiative is to promote and support healthy eating for students as part of a healthy lifestyle. This initiative encourages and fosters the development of a school environment that enhances the learning process by promoting and supporting healthy eating behaviours and an active lifestyle.

All members of a school community including educators, staff, students and parents/guardians, play an integral role in creating a school culture that supports healthy eating behaviours. These players can influence the healthy eating environment in their school communities in various ways including curriculum implementation, nourishment programs, fundraising and foods available at school.

The Healthy School Nutrition Environment initiative focuses on three areas:

1. Increasing awareness and support of school environments that promote healthy eating.
3. Communicating, supporting and rewarding healthy eating initiatives at school.

The initiative targets school administrators, teachers and support staff, food service personnel, coaches, school councils, students, parents and volunteers.
Introduction

The purpose of this resource is to educate our school communities about the importance of healthy eating and their role in this endeavour.

Healthy eating is a critical component of a healthy lifestyle, and has been clearly linked to school performance. Yet today, healthy eating is often the exception rather than the norm. (See Appendix D)

Since children spend significant amounts of time in school, the school environment is an ideal setting for nutrition education and to influence the eating behaviours of our children. It’s time to take action.

The intent of this initiative is to help schools embrace the concept of a healthy school nutrition environment that promotes and supports healthy eating for students through words and actions. The goal is to ensure consistency between the formal curriculum and actual practice, including hidden and parallel curricula.

Objectives

• Create awareness of what a healthy school nutrition environment looks like and the benefits of this focus
• Motivate key stakeholders to take action to develop healthy school nutrition environments
• Promote healthy eating for all members of our school communities

Target Audience

• School administrators
• Teachers and support staff
• Coaches
• Volunteers
• School Council members
• Students
• Parents
• Food service personnel

“Promoting and supporting good nutrition at school supports healthy eating at home and vice versa.”
Dietitians of Canada, School Food and Nutrition Recommendations for Ontario Ministry of Education, October, 2004

“The habits we form from childhood make no small difference, but rather they make all the difference.”
Aristotle
Who Should Be Involved?

Everyone, including school administrators, teachers and support staff, food service personnel, coaches, school councils, students, parents and volunteers. Together, you can help create a school culture that embraces and supports healthy eating as part of a healthy lifestyle in all aspects of the school community.

Why should you be involved?

It is important that everyone take an active role in making our schools a healthier place for students to learn and grow. A comprehensive healthy school approach is where school administration, teachers, parents, students and community agencies work together to create a positive environment for a child’s health and learning.

The healthy school approach is considered best practice and is supported by The Ministry of Education and the ministry of Health Promotion’s Foundations for a healthy school framework. http://www.edu.gov.on.ca/eng/healthyschools/foundations.html

Healthy food, daily physical activity and a healthy environment that supports learning and growth are vital to helping students reach their full potential.

Healthy eating successes in Halton:

Many Halton schools have implemented activities to promote healthy eating, creating a healthier school environment. Some ideas include:

- Coordinate healthy eating lessons for each grade
- Have teachers, administrators and students attend healthy eating conferences
- Use Canada’s food guide www.healthcanada.gc.ca/foodguide
- Offer “Families are Munching” or the “More to me than what you see program” in their schools www.halton.ca/schoolhealth
- Serve a healthy menu for school activities and events
- Allow children to drink water and eat fresh fruits and vegetables anytime of the day
- Model healthy food choices
- Publish healthy eating tips in their monthly newsletter
- Initiate healthy school fundraisers
- Establish a school wide healthy eating month
- Have a public health nurse or dietician provide a lunch and learn session for staff and parents on packing healthy lunches and snacks
- Have offered presentations on healthy eating, displays and food demonstrations to staff and parents
- Link with Halton food for thought to start a healthy lunch or snack program
- www.haltonfoodforthought.ca
How to Use This Guide

Creating a Healthy School Nutrition Environment: How to start?

Good nutrition is vital to the health and well-being of each student and is strongly linked to potential to learn. The school, in co-operation with parents/guardians and the community, has an important role to play in the development of positive attitudes toward nutrition and lifelong healthy eating habits.

The school setting is the great equalizer by providing all students and families with the same access to good nutrition and physical activity. Because children also teach their parents, lessons learned at school can be important to the entire family.

When a school encourages consistent healthy eating messages and food selections in the school environment, there is a positive effect on student health, growth and intellectual development.

<table>
<thead>
<tr>
<th>Steps to creating a healthy school nutrition environment for students and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Share this Healthy Eating in Halton Schools Guide with staff, school council, parents and students.</td>
</tr>
<tr>
<td>Step 2: Form a School Nutrition Action Committee (SNAC), including a member from all relevant school groups e.g. principal, teachers, parents, students, to design their own initiative that is reflective of the school climate, culture and community as outlined in the School Effectiveness / School Improvement Plan or utilize an already existing health and safety committee.</td>
</tr>
<tr>
<td>Step 3: Have the SNAC use the Rubric for Creating a Healthy School Nutrition Environment and The Healthy Outcomes Chart, to assess their school in terms of healthy outcomes and the four phases of creating a healthy school nutrition environment.</td>
</tr>
<tr>
<td>Step 4: Use the information from the assessment to set achievable goals, action plans to achieve these goals, and evaluation criteria to measure goal attainment. (Use the list of resources on pages 18-21 to assist you).</td>
</tr>
<tr>
<td>Step 5: Develop a plan to keep the importance of making healthy food choices visible. Keep it alive! Make healthy eating a priority in your school and build on past achievements.</td>
</tr>
</tbody>
</table>

Helping students, staff and members of our school communities adopt healthy eating habits is a critical part of a comprehensive school health plan.
# Rubric for Creating a Healthy School Nutrition Environment

Use this rubric to assess the healthy eating environment at your school, and to develop a plan of action.

<table>
<thead>
<tr>
<th>Essential Roles</th>
<th>Level #1 Awareness</th>
<th>Level #2 Knowledge &amp; Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educators/ Administrators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Healthy Living Strand: Healthy Eating Curriculum Implementation</td>
<td>• Educators are familiar with specific Healthy Eating expectations as outlined in The Ontario Curriculum</td>
<td>• Educators use various resources to help students acquire basic knowledge about healthy eating</td>
</tr>
<tr>
<td></td>
<td>• Educators use Eating Well with Canada’s Food Guide and Eating Well with Canada’s Food Guide - First Nations, Inuit and Métis. but few other resources to support Healthy Eating expectations</td>
<td>• Educators may use cross-curricular activities to support healthy eating messages and meet all Healthy Eating curriculum expectations</td>
</tr>
<tr>
<td></td>
<td>• Educators may be familiar with the Healthy Eating in Halton Schools Guide to Creating a Healthy School Nutrition Environment</td>
<td>• Educators may refer to the Healthy Eating in Halton Schools Guide to Creating a Healthy School Nutrition Environment for support materials</td>
</tr>
<tr>
<td></td>
<td>• Educators may send healthy eating information home to parents</td>
<td></td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educators plan to cover all Healthy Eating expectations in the Ontario Ministry of Education curriculum document (pages 14-17)</td>
<td>• Educators use recommended healthy eating resources to help with curriculum implementation</td>
</tr>
<tr>
<td></td>
<td>• Principals share Healthy Eating in Halton Schools Guide to Creating a Healthy School Nutrition Environment with educators, and encourage use of recommended resources (pages 18-21)</td>
<td>• Principal supports nutrition education training opportunities for staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Educators attend nutrition education opportunities e.g - Dairy Farmers of Canada (Ontario) Nutrition Education Workshops for Teachers (page 18)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Principal encourages staff to participate in a School Nutrition Action Committee, with students and parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Educators communicate with parents about healthy food choices via newsletters, fact sheets home activities, etc. (pages 18-21, 25-31, 36-37)</td>
</tr>
</tbody>
</table>
Rubric for Creating a Healthy School Nutrition Environment

Use this rubric to assess the healthy eating environment at your school, and to develop a plan of action.

<table>
<thead>
<tr>
<th>Level #3 Planning and Implementation</th>
<th>Level #4 Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educators use a variety of motivating instructional strategies that involve students actively in the curriculum to reinforce learning and help develop healthy eating skills</strong></td>
<td><strong>School administrators and educators demonstrate a comprehensive approach to healthy eating and active living that encourages students and their families to adopt a commitment to healthy lifestyle behaviours</strong></td>
</tr>
<tr>
<td><strong>Educators use both cross-and co-curricular activities to support healthy eating messages and encourage healthy eating behaviours</strong></td>
<td><strong>The school environment embraces and supports healthy lifestyle behaviours on an on-going basis</strong></td>
</tr>
<tr>
<td><strong>Educators model positive healthy eating behaviours</strong></td>
<td><strong>Strategies:</strong></td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td><strong>School administrators and educators facilitate and ensure healthy eating options at all levels such as:</strong></td>
</tr>
<tr>
<td>• Principal encourages the development of healthy eating guidelines for the school</td>
<td>- classroom and school-wide events</td>
</tr>
<tr>
<td>• Principal supports the implementation of a school Healthy Eating Advisory Committee and Student Nutrition Programs (breakfast/snack programs)</td>
<td>- fundraising</td>
</tr>
<tr>
<td>• Educators identify and use specific approaches to improve the school’s healthy eating environment such as:</td>
<td>- snack/lunch/milk programs</td>
</tr>
<tr>
<td>- non-food items as rewards</td>
<td>- foods sold at school</td>
</tr>
<tr>
<td>- incentive programs for healthy choices</td>
<td>- foods from home</td>
</tr>
<tr>
<td>- healthy eating activities that involve the student at school and at home</td>
<td><strong>School administrators and educators support Student Nutrition Program on an on-going basis and ensure they comply with recommended guidelines (page 10) (Fact Sheet #1 and #6)</strong></td>
</tr>
<tr>
<td>• Educators support initiatives that encourage healthy eating such as:</td>
<td><strong>School administrators and educators promote and support healthy eating and active living as daily lifestyle behaviours</strong></td>
</tr>
<tr>
<td>- Families are Munching program</td>
<td><strong>School provides on-going communication with parents and community members to support healthy eating through curriculum and non-curriculum activities</strong></td>
</tr>
<tr>
<td>- Student Nutrition Programs - snacks, meals</td>
<td><strong>Educators consistently bring healthy options for meetings, snacks and lunches and support a healthy eating environment (see Level 3 examples)</strong></td>
</tr>
<tr>
<td>- student cooking clubs</td>
<td><strong>School provides opportunities for parental involvement and skill building e.g.</strong></td>
</tr>
<tr>
<td>- school events that feature healthy food choices</td>
<td>- nutrition workshops/presentations</td>
</tr>
<tr>
<td>• School provides opportunities for parental involvement and skill building e.g.</td>
<td>- healthy eating on school council agenda</td>
</tr>
<tr>
<td>- nutrition workshops/presentations</td>
<td>- newsletters and home activities about healthy food choices for meals and snacks</td>
</tr>
</tbody>
</table>
| - healthy eating on school council agenda | **Healthy Eating in Halton Schools**
Rubric for Creating a Healthy School Nutrition Environment
Use this rubric to assess the healthy eating environment at your school, and to develop a plan of action.

<table>
<thead>
<tr>
<th>Essential Level #1 Roles</th>
<th>Level #1 Roles Awareness</th>
<th>Level #2 Knowledge &amp; Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are aware of Eating Well with Canada’s Food Guide and Eating Well with Canada’s Food Guide - First Nations, Inuit and Métis</td>
<td>• Students understand the basic principles of healthy eating</td>
<td></td>
</tr>
<tr>
<td>Students may be aware that healthy eating can affect how they feel and learn</td>
<td>• Students know what role they can play in their own healthy eating or in the school’s healthy eating environment</td>
<td></td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students learn healthy eating principles through curriculum implementation</td>
<td>• Students learn how healthy eating fits into a healthy lifestyle (e.g. cross-curriculum links)</td>
<td></td>
</tr>
<tr>
<td>School provides information for students and parents about healthy eating and has Canada’s Food Guide available for distribution</td>
<td>• Students learn how to make healthy food choices for school lunches and snacks</td>
<td></td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are up to date with current nutrition issues related to school age children (e.g. healthy weights, body image, access to healthy foods, etc.)</td>
<td>• Parents are informed of the basic principles of healthy eating (e.g. what are healthy food choices) and healthy eating behaviours (e.g. making healthy food choices and healthy eating habits)</td>
<td></td>
</tr>
<tr>
<td>Parents are aware of healthy eating resources and programs (e.g. Canada’s Food Guide, school breakfast and snack programs)</td>
<td>• Parents become informed about how they can promote healthy food choices and healthy eating behaviours at home and at school</td>
<td></td>
</tr>
<tr>
<td>Parents are aware that healthy eating is a priority in the school environment and that healthy eating is taught to their children as part of the curriculum</td>
<td>• Parents attend school council meetings and other learning opportunities provided by the school with a focus on nutrition education</td>
<td></td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school helps create interest among parents about the value and benefits of healthy eating by:</td>
<td>• Parents read and understand the healthy eating information and resources sent home by school</td>
<td></td>
</tr>
<tr>
<td>- sending home healthy eating information, fact sheets or directing parents to resources (pages 18-21 and 25-31)</td>
<td>• Parents investigate other community resources/programs that will help them make healthy food choices and encourage healthy eating habits at home (pages 18-21)</td>
<td></td>
</tr>
<tr>
<td>- involving parents in student take-home activities about healthy eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- informing parents about healthy eating programs and opportunities at school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Rubric for Creating a Healthy School Nutrition Environment

Use this rubric to assess the healthy eating environment at your school, and to develop a plan of action.

<table>
<thead>
<tr>
<th>Level #3 Planning and Implementation</th>
<th>Level #4 Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students choose or bring healthy food for lunches and snacks</td>
<td>• Students are regularly choosing healthy foods for lunches and snacks and at school events</td>
</tr>
<tr>
<td>• Students demonstrate an interest in helping to create a healthy eating culture, and environment at school</td>
<td>• Students influence other students and community members about healthy food choices at school</td>
</tr>
</tbody>
</table>

**Strategies:**
- Students are involved in a School Nutrition Action Committee
- Students participate in school initiatives that support healthy eating such as:
  - Families are Munching program
  - cooking clubs
  - Student Nutrition Programs
- Students choose healthy foods for school events such as fundraisers, sports events, celebrations, tuck shop, cafés, etc.
- Students communicate to parents about healthy food choices and about healthy eating programs and opportunities at school
- Parents provide and send healthy food choices for their children for school snacks and lunches
- Parents initiate, support and participate in school-based initiatives that promote healthy food choices
- Parents are encouraged to model healthy eating behaviours at home and away from home

**Strategies:**
- Parents volunteer on School Nutrition Action Committee
- Parents help initiate and/or attend workshops/seminars provided by the school/community that promote healthy eating
- Parents help initiate and support school based programs that promote healthy eating such as:
  - Families are Munching
  - breakfast or snack programs; milk program; hot lunch program; tuck shop; vending; cooking club
  - educational opportunities (workshops/seminars) for parents about healthy eating
- Parents support the use of healthy foods or non-food items for special events such as fundraising, incentive programs, etc.
- Parents regularly provide and send healthy food choices for their children’s school snacks and lunches
- Parents consistently participate in and advocate for school/community based initiatives that promote healthy eating
- Parents influence other parents in the school community to support a healthy school nutrition environment

**Strategies:**
- Parents help ensure and maintain healthy eating options at all levels for fundraising: school events; milk, lunch and snack programs; tuck shop; vending machines; foods from home (see Level 3 strategies)
## Healthy Outcomes

A Healthy School Nutrition Environment should result in the following outcomes:

<table>
<thead>
<tr>
<th>Food in our schools</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All foods and beverages available at school or brought from home are healthy choices, environmentally friendly, and reflect the healthy eating guidelines in:</td>
<td></td>
</tr>
<tr>
<td>i Ministry of Children and Youth Services Student Nutrition Program Nutrition Guidelines to assist student nutrition providers in selecting nutritious foods for breakfast, lunches and snacks</td>
<td></td>
</tr>
<tr>
<td>ii Ontario Society of Nutrition Professionals in Public Health Call to Action: Creating a Healthy School Nutrition Environment</td>
<td></td>
</tr>
<tr>
<td>iii Ontario Ministry of Education PPM #135 Healthy Foods and Beverages in Elementary School Vending Machines</td>
<td></td>
</tr>
<tr>
<td>v Healthy Eating in Halton Schools Act, 2008</td>
<td></td>
</tr>
<tr>
<td>• School consults with Halton Region Health Department regarding food choices available at school</td>
<td></td>
</tr>
<tr>
<td>• Principal, educators, School Nutrition Action Committee and parents develop and support guidelines that promote only healthy food choices at school</td>
<td></td>
</tr>
</tbody>
</table>

### Resources: pages 18-21

- Ministry of Children and Youth Services. Student Nutrition Program Nutrition Guidelines
- Ontario Society of Nutrition Professionals in Public Health. Call to Action: Creating a Healthy School Nutrition Environment
- Ontario Physical Health Education Association Menu of Choices: Secondary School Resources
- Healthy Eating in Halton Schools fact sheets (pages 25-37)
- Ministry of Education School Food and beverage policy (PPM #150) http://www.edu.gov.on.ca/extra/eng/ppm/ppm150.pdf

<table>
<thead>
<tr>
<th>Pleasurable Eating Environment</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The school environment encourages and supports adequate time for staff and students to enjoy scheduled nourishment and physical activities.</td>
<td></td>
</tr>
<tr>
<td>• Principal, educators and Healthy Eating Advisory Committee implement guidelines related to ‘time to eat’, adequate daily physical activity and accessibility of foods for all.</td>
<td></td>
</tr>
<tr>
<td>• School schedules allow for individual needs for nourishment</td>
<td></td>
</tr>
<tr>
<td>• School communicates to parents and students about the importance of regularly scheduled eating and physical activity at school</td>
<td></td>
</tr>
<tr>
<td>• School provides desirable areas to eat including tables and chairs</td>
<td></td>
</tr>
</tbody>
</table>

### Resources: see pages 18-21

- Halton District School Board – Balanced School Day Timetable
- Ontario Ministry of Education PPM #138
- Daily physical activity in elementary schools grades 1-8
- Halton Food for Thought Student Nutrition Program
- Ministry of Education School Food and Beverage policy (PPM #150) http://www.edu.gov.on.ca/extra/eng/ppm/ppm150.pdf
# Healthy Outcomes

A Healthy School Nutrition Environment should result in the following outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Nutrition Programs</strong></td>
<td>Healthy foods are accessible to all students each school day, and comply with healthy eating guidelines.</td>
</tr>
<tr>
<td></td>
<td>• Parents and staff are made aware of the benefits and need for a Student Nutrition Program (SNP)</td>
</tr>
<tr>
<td></td>
<td>• School invites Halton Food for Thought Case Manager to conduct assessment and make recommendations</td>
</tr>
<tr>
<td></td>
<td>• School representative/committee is appointed to initiate recommendations</td>
</tr>
<tr>
<td></td>
<td>• Parents, staff and community members help implement a school nutrition program that ensures all students have access to healthy foods at school for breakfast, lunch and/or snacks</td>
</tr>
<tr>
<td></td>
<td><strong>Resources: (pages 18-21)</strong></td>
</tr>
<tr>
<td></td>
<td>• Ontario Ministry of Children and Youth Services. Student Nutrition Program Nutrition Guidelines</td>
</tr>
<tr>
<td></td>
<td>• Ontario Society of Nutrition Professionals in Public Health. Call to Action: Creating a Healthy School Nutrition Environment</td>
</tr>
<tr>
<td></td>
<td>• Fact Sheets - Healthy Eating in Halton Schools (pages 25-31, 36-37)</td>
</tr>
<tr>
<td></td>
<td>• Halton Food for Thought Program (page 20)</td>
</tr>
<tr>
<td><strong>Fundraising</strong></td>
<td>All school fundraising efforts reflect healthy eating principles in which only healthy food and beverage choices or non-food items are sold.</td>
</tr>
<tr>
<td></td>
<td>• School council, parents and/or staff consult with the Halton Region Health Department regarding healthy fundraising options</td>
</tr>
<tr>
<td></td>
<td>• School council, parents and/or staff develop and support guidelines and policies that require all fundraising efforts (including hot lunch days) to include only healthy food choices or non-food options</td>
</tr>
<tr>
<td></td>
<td><strong>Resources: (pages 19, 25-32)</strong></td>
</tr>
<tr>
<td></td>
<td>• Fact Sheets - Healthy Eating in Halton Schools (pages 25-32, 36-37)</td>
</tr>
<tr>
<td></td>
<td>• Ontario Ministry of Education PPM #135 Healthy Foods and Beverages in Elementary School Vending Machines</td>
</tr>
<tr>
<td></td>
<td>• Ontario Ministry of Children and Youth Services Student Nutrition Program Nutrition Guidelines</td>
</tr>
<tr>
<td></td>
<td>• Healthy Food for Healthy Schools Act, 2008</td>
</tr>
<tr>
<td></td>
<td>• Ministry of Education School Food and Beverage policy (PPM #150) <a href="http://www.edu.gov.on.ca/extra/eng/ppm/ppm150.pdf">http://www.edu.gov.on.ca/extra/eng/ppm/ppm150.pdf</a></td>
</tr>
</tbody>
</table>
### Healthy Outcomes

A Healthy School Nutrition Environment should result in the following outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Safety</strong></td>
<td>- Principal encourages the development and implementation of safe food handling guidelines for the school</td>
</tr>
<tr>
<td></td>
<td>- Staff and parent volunteers promote safe food handling procedures:</td>
</tr>
<tr>
<td></td>
<td>- time to wash hands before eating</td>
</tr>
<tr>
<td></td>
<td>- clean place to eat</td>
</tr>
<tr>
<td></td>
<td>- placemats or disinfectant wipes if students eat at their desks</td>
</tr>
<tr>
<td></td>
<td>- Any individual responsible for preparing or serving food at school will have successfully completed “A Food Handlers Course”</td>
</tr>
<tr>
<td></td>
<td>- School-wide promotion of safe food handling procedures e.g.</td>
</tr>
<tr>
<td></td>
<td>- posters in washrooms, kitchens, staff room</td>
</tr>
<tr>
<td></td>
<td>- soap available in all washrooms, kitchens</td>
</tr>
<tr>
<td></td>
<td>- School-wide promotion of peanut-free environment and strategies/training to deal with allergic and anaphylactic reactions</td>
</tr>
<tr>
<td></td>
<td>- School communicates to parents and students about safe food handling practices:</td>
</tr>
<tr>
<td></td>
<td>- information/resources sent home to parents</td>
</tr>
<tr>
<td></td>
<td>- safe food policy on school council agenda</td>
</tr>
<tr>
<td></td>
<td>- school provides education opportunities for parents</td>
</tr>
</tbody>
</table>

**Resources: (pages 18-21)**

- Halton Region Health Department Food Handlers Certificate Program
- Halton Region Health Department Public Health Inspector Intake line
- An Act to Protect Anaphylactic Pupils, June 2005 (Sabrina’s Law)
- Halton District School Board - Anaphylaxis Protocol
- Halton Catholic District School Board - Anaphylaxis School Policy
Appendices

A. Glossary of Terms

Formal curriculum
The Ontario Ministry of Education guidelines, under The Education Act of Ontario, used by Ontario Educators to implement formal education activities. The health and physical activity components of these guidelines are provided in: The Kindergarten Program (2006); The Ontario Curriculum (2010) Health and Physical Education, Strand C: Healthy Living Grades 1-8, Grade 9 and 10 Health and Physical Education and Social Sciences and Humanities curriculum (1999); Grades 11 and 12 Health and Physical Education, Social Sciences and Humanities, and Technological Education curriculum (2000).

Healthy School Nutrition Environment
This refers to a school community that promotes and supports healthy eating for students through actions as well as words. A healthy school nutrition environment ensures consistency between the theory students learn from a formal curriculum in the classroom and the nutrition messages provided by hidden and parallel curricula.

Hidden curriculum
This includes all non-formal curricular activities throughout the school. This level of curricula highlights the importance of the physical environment, the school’s philosophy, nutrition policy and norms, consistent messages, positive role models and an inclusive spirit in which students and staff take responsibility for the school environment.

Parallel curriculum
This comprises all external factors including home, neighbourhood norms and effects of mass media. The parallel curriculum includes parental involvement such as parent-teacher interviews, school councils and celebration-type activities at the school to which families are invited. Community involvement includes special projects, health promotion programs and networking with government agencies such as the Halton Region Health Department.

School culture
This refers to the attitudes, beliefs, values and actions of persons both inside the school and in the larger school community and reflects the cultural norms of the school.

School Effectiveness/ Improvement Plan
This is a planned process identifying goal areas to promote student learning. The school effectiveness plan is based on effective school research and is a dynamic, ongoing process.

Student Nutrition Program (SNP)
School programs/initiatives that ensure all students have access to healthy foods at school for breakfast, lunch or snack. SNPs provide a way to involve the entire school community and also provide an opportunity for nutrition education.
B. Curriculum Connections

Ontario Curriculum Connections: Healthy Living

"Health and physical education programs are most effective when they are delivered in healthy schools and when students’ learning is supported by school staff, families, and communities. When students see the concepts they are learning in health and physical education reflected and reinforced through healthy-school policies and healthy practices in their families and communities, their learning is validated and reinforced” (page 6, H&PE Ontario Curriculum, 2010).

The Ontario Curriculum
The Kindergarten Program, Health and Physical Activity, 2006
Grades 1-8: Health and Physical Education, 2010 Healthy Living Strand: Healthy Eating Topics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Expectations in Healthy Living, Healthy Eating Topics by Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>• Healthy Choices: Identify nutritious foods, e.g. healthy snacks</td>
</tr>
<tr>
<td>1</td>
<td>• Health Concepts: Explain why people need food to have healthy bodies</td>
</tr>
<tr>
<td></td>
<td>• Healthy Choices: Describe how the food groups in Canada’s Food Guide can be used to make healthy food choices</td>
</tr>
<tr>
<td></td>
<td>• Making Connections: Know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits.</td>
</tr>
<tr>
<td>2</td>
<td>• Health Concepts: Use Canada’s Food Guide to assess the nutritional value of meals and identify food and beverage choices that enhance healthy growth and development</td>
</tr>
<tr>
<td></td>
<td>• Healthy Choices: Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control</td>
</tr>
<tr>
<td>3</td>
<td>• Making Connections: Demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact</td>
</tr>
<tr>
<td></td>
<td>• Health Concepts: Demonstrate an understanding of the importance of good oral health to overall health and assess the effect of different food choices on oral health</td>
</tr>
<tr>
<td></td>
<td>• Healthy Choices: Explain how local fresh foods from different cultures can be used to expand their range of healthy eating choices</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Learning Expectations in Healthy Eating Strands by Grade</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4           | • **Healthy Choices**: Identify the key nutrients provided by foods and beverages and describe their importance for growth, health, learning, and physical performance  
• **Healthy Choices**: Analyse personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide and develop a simple healthy-eating goal appropriate to their age and activity level  
• **Making Connections**: Identify ways of promoting healthier food choices in a variety of settings and situations |
| 5           | • **Healthy Choices**: Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices  
• **Making Connections**: Describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices |
| 6           | • **Healthy Choices**: Apply their knowledge of medical, emotional, practical and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating  
• **Health Concepts**: Apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink to develop personal guidelines for healthier eating  
• **Making Connections**: Explain how healthy eating and active living work together to improve a person’s general health and well-being and how the benefits of both can be promoted to others |
| 7           | • **Healthy Choices**: Demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders  
• **Making Connections**: Demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines and identify ways of encouraging healthier eating practices |
| 8           | • **Health Concepts**: Demonstrate an understanding of different types of nutrients and their functions  
• **Healthy Choices**: Evaluate personal food choices on the basis of a variety of criteria including serving size, nutrient content, energy value and ingredients, preparation method and other factors that can affect health and well-being  
• **Making Connections**: Identify strategies for promoting healthy eating within the school, home, and community |
## The Ontario Secondary Curriculum

Grades 9 and 10: Health and Physical Education, 1999; Social Sciences and Humanities, 1999.
Grades 11 and 12: Health and Physical Education, 2000; Social Sciences and Humanities, 2000

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Expectations — Healthy Living, Nutrition and Well-being</th>
</tr>
</thead>
</table>
| 9 & 10 HFN1O, HFN2O Food and Nutrition | • Complete an assessment of the importance of meeting the food needs of family members  
• Identify the various reasons for the choices people make about food  
• Analyze the importance of each family member’s contribution to the selection, preparation and serving of food  
• Demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment) |
| 10 PPL 2O Healthy Active Living Education | • Explain how healthy eating is beneficial to various physical activities, e.g. sports, school  
• Explain the risks of dieting and other unhealthy eating behaviours for controlling weight  
• Analyze the relationships among healthy eating, physical activity and body image  
• Make appropriate revisions to personal plans of action, e.g. using self-designed or computerized programs, that promote healthy eating and physical activity  
• Explain strategies and ideas for focusing on a healthy lifestyle rather than on body weight  
• Identify the relative effectiveness of different types of resources and support services related to healthy eating. |
| 11 PPL3O Healthy Active Living Education | • Describe their understanding of what constitutes healthy active living, e.g. a lifestyle that stresses the importance of exercise and healthy eating  
• Describe factors, e.g. environmental, hormonal, nutritional, affecting reproductive health in males and females |
| 11 PPZ3O Health for Life | • Analyze how various lifestyle choices, e.g. decisions pertaining to nutrition, physical activity & smoking, affect health  
• Describe the influence of culture on health, e.g. foods eaten, etc.  
• Determine the validity of health information, products and services, e.g. information on food labels etc.  
• Vitality – demonstrate an understanding of the components of the Vitality concept, e.g. healthful eating etc. |
| 12 HFA4M Food and Nutrition Sciences | • Identify the social, psychological, economic, emotional, cultural, religious, and physical factors that affect food choice  
• Summarize food-related issues that arise throughout the life cycle  
• Plan, perform and present the results of an investigation into the nutritional status of Canadians |
### Learning Expectations — Healthy Living, Nutrition and Well-being

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Expectations</th>
</tr>
</thead>
</table>
| **12 HP4E Parenting and Human Development** | • Demonstrate an understanding of the stages and transitions in the family life cycle  
• Compare the changing needs of individuals and families throughout life  
• Analyze the characteristics of the expanding family  
• Evaluate job opportunities that involve working with older children and families at different stages of the family life cycle |
| **12 PPL4O** | • Describe the factors of healthy eating, etc. that contribute to healthy pregnancy and birth |
| **12 PSE4U** | • Describe the relationship between nutrition and activity |
| **12 PLF4C** | • Use appropriate appraisal tools, e.g. a software program Canada’s Food guide to assess the eating habits and patterns of others  
• Demonstrate an ability to support others in making appropriate revisions to their plans for programs that promote healthy eating and physical activity  
• Describe career opportunities in the field of nutrition and well-being.  
• Identify community resources and support services of healthy eating. |

Elementary Curriculum documents – www.edu.gov.on.ca/eng/curriculum/elementary  
### C. Supplementary Resources List

#### Healthy Eating Resources

**Suggested resources to help you to create a healthy school nutrition environment.**

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Resource(s)</th>
</tr>
</thead>
</table>
Ministry of Education.  Elementary Curriculum Documents  
Health and Physical Education, Healthy Living Strands: Healthy Eating  
www.edu.gov.on.ca/eng/curriculum/  
Ministry of Education.  Secondary Curriculum Documents - Health and Physical Education, Healthy Living Strands: Healthy Eating; Food and Nutrition; Parenting and Human Development.  www.edu.gov.on.ca/eng/curriculum/  
Ontario Physical Health Education Association (OPHEA)  
Curriculum support resources for 1 to grade 8.  
www.ophea.net/programs-services/health-physical-education-hpe/hpe-curriculum  
http://www.halton.ca/cms/One.aspx?portalId=8310&pageId=30540 |
| **Teacher Education**                                    | Dairy Farmers of Canada (Ontario) Nutrition Education Workshops for Teachers.  www.teachnutrition.org  
Health Canada. Eating Well with Canada’s Food Guide.  
www.healthcanada.gc.ca/foodguide  
Eating Well with Canada’s Food Guide - First Nations, Inuit and Métis  
Health Canada.  Healthy Living.  www.hc-sc.gc.ca/hl-vs/index_e.html  
Safe Healthy Schools.  Communities and Schools Promoting Health.  
www.safehealthyschools.org  
Healthy Schools  www.edu.gov.on.ca/eng/healthyschools/qanda.html  
Halton Region Health Department  
http://www.halton.ca/cms/One.aspx?portalId=8310&pageId=30540 |
## Healthy Eating Resources

Suggested resources to help you to create a healthy school nutrition environment.

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Resource(s)</th>
</tr>
</thead>
</table>
Ontario Ministry of Education — PPM #135 Healthy Foods and Beverages in Elementary School Vending Machines. www.edu.gov.on.ca/extra/eng/ppm/135.html  
Ministry of Education School Food and Beverage policy (PPM #150) http://www.edu.gov.on.ca/eng/healthyschools/lifestyle.html |
| **Parent Education** | Halton Region Health Department. Healthy Eating Resources. 905 825-6000, toll free 1-866-442-5866 http://webaps.halton.ca/health/resources  
Choice 4 Health Network. www.choices4health.org  
Ontario Physical Health Education Association (OPHEA). Living School Initiative. www.livingschool.ca  
EatRight Ontario www.eatrightontario.ca/Doorway.aspx  
Health Canada. Healthy Living. www.hc-sc.gc.ca/hl-vs/index_e.html  
Healthy Schools www.edu.gov.on.ca/eng/healthyschools/qanda.html |
### Healthy Eating Resources
Suggested resources to help you to create a healthy school nutrition environment.

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Resource(s)</th>
</tr>
</thead>
</table>
| **Food in our schools**          | Halton Food For Thought Student Nutrition Program  
|                                  | email: gayle@haltonfoodforthought.ca or website www.haltonfoodforthought.ca                                                              |
| **cafeterias**                   | Families Are Munching Program  
|                                  | http://choices4health.org/pages/Other/Families%20Are%20Munching%20Resources                                                                    |
| **student nutrition programs**   | Healthy Eating in Halton Schools. A Guide to Creating a Healthy School Nutrition Environment  
|                                  | fact sheets  
|                                  | www.halton.ca/cms/one.aspx?portalId=8310&pageId=13604                                                                                       |
|                                  | www.osnpph.on.ca/pdfs/call_to_action.pdf                                                                                                    |
| **special functions**            | Dairy Farmers of Canada (Ontario) Elementary School Milk Program.  
|                                  | www.dairygoodness.ca key word search: elementary school milk                                                                               |
| **tuck shop**                    | Student Nutrition Program Guidelines –  
|                                  | www.ontario.ca/children                                                                                                                       |
| **cafés**                        | EatRight Ontario – www.eatrightontario.ca/Doorway.aspx                                                                                       |
| **fundraising**                  | Healthy Schools  
|                                  | www.edu.gov.on.ca/eng/healthyschools/qanda.html                                                                                              |

See also School Policies section
## Healthy Eating Resources
Suggested resources to help you to create a healthy school nutrition environment.

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Safety</strong></td>
<td></td>
</tr>
</tbody>
</table>
|                    | Halton Region Health Department  
|                    | 905 825-6000, Toll Free 1-866-442-5866 www.halton.ca |
|                    | Halton District School Board, Anaphylaxis Protocol  
|                    | Halton Catholic District School Board, Anaphylaxis Board Policy  
|                    | www.hdsb.ca/ParentInfo/Health%20Protocols/anaphylaxis.pdf |
|                    | An Act to Protect Anaphylactic Pupils, June 2005 (Sabrina’s Law)  
|                    | www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html |
|                    | Anaphylaxis Canada  
|                    | www.anaphylaxis.org |
|                    | Canadian Partnership for Consumer Food Safety Education  
|                    | www.canfightbac.org/cpcfse/en/ |
|                    | Health Canada Food Safety  
|                    | www.hc-sc.gc.ca/fn-an/securit/index_e.html |
|                    | Eat Smart! School Program  
|                    | www.eatsmartontario.ca/school?q=school&l= |
D. Background

Why do we need to support healthy eating at school?

Adequate nutrition is essential for the optimal growth and development of children and youth and for avoiding nutrient deficiencies. There is also a clear link between good nutrition and school performance. On the other hand, poor nutrition can affect our children’s behaviour, school performance and overall cognition development. A hungry and/or poorly nourished child has difficulty learning and concentrating on tasks.¹,²

On a continuous basis, poor nutrition can affect psychological factors such as motivation, attentiveness, emotional expression (anger, anxiety, etc.) and self-esteem.³ Over time, poor nutrition also reduces a child’s resistance to infection leading to absenteeism which further affects opportunities for learning.⁴

Unfortunately, many students today have unhealthy eating habits. Students who come to school without having a proper breakfast or without a nutritious lunch are more likely to have an inadequate diet. The consumption of foods with minimum nutritional value (e.g. cookies, candies, sugary beverages, etc.) can easily displace foods and beverages of higher nutritional value (vegetables and fruit, milk). The risk of developing childhood obesity, malnutrition, disordered eating, type 2 diabetes, iron deficiency anemia, or dental caries all increase as a result of poor eating habits.¹ Detrimental effects have the potential to occur not only in children and youth, but also in adults since nutrition practices in childhood are often carried into adulthood.¹

Disordered eating

About 3% of young women in Ontario have one of the three main eating disorders; anorexia nervosa, binge-eating disorder, or bulimia nervosa.⁵ About one in four adolescent females in Ontario (13 to 18 year olds) has engaged in at least one activity associated with an eating disorder.⁶ In addition, a significant number of children between the ages of ten and 14, male and female, are trying to lose weight or build muscle, despite being a healthy weight.⁷ Children and youth who develop unhealthy eating practices due to distorted perception of body weight are at increased risk of developing nutritional deficiencies and other health concerns.⁸

Obesity on the rise

Over the past two decades, rates of overweight and obesity have nearly tripled among Canada’s young population.⁹ In 1998/99, one-third of Canadian children aged two to 11 years old were considered overweight and/or obese.¹⁰ In 2000, about 25% of boys and 15% of girls 12 to 18 years old in Ontario, were above a healthy weight.¹¹ This data was self reported or reported by parents and therefore, may underestimate the extent of the problem. Although data are limited, children in low-income, multi-ethnic, urban neighbourhoods appear to be at particular risk for obesity.¹²

Inactivity, coupled with poor eating, is a major cause of rising obesity in children and youth. Only half of Canada’s kids are active enough each day for basic healthy development. Unstructured and “day-to-day living” activities, shown to have the most health benefit, have been in a steady decline.¹³ According to the Canadian Community Health Survey (2000/01), over half (56%) of Canadian children aged 12 to 19 were not active enough for optimal growth and development. Youth in this age
group were not active enough to expend the amount of energy required to play team sports for one hour or run for 30 minutes, combined with an accumulated hour of walking throughout the day.\textsuperscript{14} Canadian research shows that physical activity among children aged seven to 11 can help prevent overweight and obesity, while TV viewing and video game use increase the risk of excess weight.\textsuperscript{12}

**Promoting a Healthy School Nutrition Environment**

A school that embraces the concept of healthy eating is a school that promotes and supports healthy eating for students through both words and actions. Promoting healthy growth and development of our children involves fostering the development of healthy eating habits, active lifestyle participation, and engagement in the learning process.

The goal is to ensure consistency between the healthy eating curriculum expectations of the Ontario Curriculum\textsuperscript{15} and the nutrition messages provided by the hidden and parallel curriculum within the school environment. The hidden curriculum includes the school’s philosophy, nutrition policy and norms, consistent messages, and positive role models within the school environment. The parallel curriculum includes external factors such as the home and community environment.\textsuperscript{16}
E. References


Fact Sheet #1 - Healthy Eating in Halton Schools

Healthy Food and Beverages in Our School

Note: Ensure that at least 80% of the food and beverages available for sale are from the Sell Most category and that a minimum of 20% of the food and beverages for sale are from the Sell Less category of the Food and Beverage Policy. Food and Beverages from the Not Permitted for Sale category must not be offered for sale in schools. You should assess each food and beverage that will be offered for sale against the nutrition standards of the Food and Beverage Policy.

To help you plan healthy foods for your school celebrations, tuck shop, lunch programs or cafes choose from the list below:

Vegetables and Fruit:
- Fresh Fruit
- Fresh Vegetables served with lowfat dip (optional)
- Canned fruit unsweetened or in fruit juice
- Applesauce unsweetened
- 100% unsweetened fruit or vegetable juice
- Frozen fruit juice bars made with 100% fruit juice
- Dried fruit e.g. raisins or mixtures of dried fruit* with whole grain cereal

* If offered, dried fruit should be consumed as part of a meal. Brushing teeth should be encouraged after eating dried fruit.

Grain Products
- Whole grain or whole wheat bread, buns, bagels, English muffin
- Whole grain pita bread, naan, roti, chapati
- Whole grain, whole wheat, wheat bran or oat ready-to-eat cereals
- Whole grain crackers*
- Whole grain pasta, brown rice, rice noodles, couscous
- Oat or bran muffins (small)*
- Oatmeal cookies (small)*
- Banana, carrot or zucchini loaves*
- Cereal or granola bars *
- Pretzels
- Popcorn microwaved, light or air popped

* Look for products that are a source of fibre, iron and B-vitamins and low in saturated fat.

Milk Products
- Milk - partly skimmed, white or chocolate or calcium-fortified soy beverage
- Yogurt 2% milk fat or less
- Yogurt smoothies
- Yogurt drinks
- Yogurt tubes
- Cheese strings
- Cheese e.g. cheddar, marble, mozzarella

Meat and Alternatives*
- Hummus
- Lean meat, chicken, turkey, tuna, salmon, fish (not breaded or deep-fried)
- Eggs
- Soy meat alternatives and tofu
- Beans (kidney, black beans, white beans,)

* Peanut butter, nuts and nut butters are healthy choices in this group but are not recommended at school due to potential risk of life-threatening food allergies.
Healthy Eating in Halton Schools

Fact Sheet #1 - Healthy Eating in Halton Schools

Healthy Food and Beverages in Our School

Breakfast Ideas

• Yogurt smoothie made with fresh, frozen or canned fruit with an oatmeal muffin
• French toast made with whole wheat bread and topped with canned peaches, a cup of milk
• Poached egg on a whole wheat bagel, a cup of milk and orange sections
• Whole wheat bran, or oatmeal muffin, slice of cheese, fresh fruit or 100% fruit juice

Lunch Ideas

• Wraps, pita pockets, subs or sandwiches made with lean meats (beef, turkey, chicken, ham), tuna, salmon, eggs or cheese. Fill with lettuce, tomatoes, sliced sweet green or red peppers, grated carrots, cucumbers, onion. Serve with milk.
• Tacos, Burritos, Quesadillas made with whole wheat soft tortillas, beans (black or kidney) or lean meats (beef, turkey, chicken, ham), cheese, shredded lettuce, sweet green or red peppers. Top with small amount of low fat sour cream or yogurt to dip.
• Cold pasta salad with celery, peas, corn, slivers of ham. Serve with fresh fruit and milk.
• Pizza with whole wheat crust with vegetables and lean meats for toppings. Serve with carrots and celery with a low fat dip and a container of milk.
• Lentil or bean soups, chili, or fish chowders served with whole wheat toast or crackers and cheese. Serve with fresh fruit or a container of unsweetened applesauce or canned fruit in juice.
• Vegetable soups such as broccoli, carrot or squash with hummus and whole wheat pita bread triangles with a container of milk.
• Pasta bakes (e.g. lasagne), pasta with tomato-based sauces, tuna or meat casserole, chicken or meat with rice dishes, or Shepherd's Pie served with steamed vegetables or dark leafy greens and small amount (15 mL or 1 tbsp) of low fat dressing and a whole wheat bun. Serve with a container of milk.
• Stir fry made with meat, chicken, fish or tofu with vegetables and rice or noodles. Serve with yogurt or a cup of milk.
• Vegetable or cheese whole wheat crust pizza with fruit kabobs and a container of milk.
• Lean beef, grilled chicken or grilled fish (NOT breaded or deep fried), or soy burgers. Serve on whole wheat rolls and fill with lettuce, tomatoes, onion and slice of low fat cheese. Add a small amount of condiments (mustard, ketchup, relish, salsa) and skip the mayo or high fat sauce. Have vegetables sticks or salad and low fat dip or dressing instead of fries.
• Salad bars - select a variety of protein rich choices including beans (black, kidney) or chickpeas, hard cooked eggs, lean beef, turkey, chicken or ham. Include dark leafy greens such as romaine lettuce, spinach, sweet green, red or yellow peppers, carrots, broccoli, cauliflower, mushrooms. Add fruit such as melons, oranges, peaches, and berries. Use low fat salad dressings.
Fact Sheet #1 - Healthy Eating in Halton Schools

Healthy Food and Beverages in Our School

Snack Ideas

• Baby carrots, whole wheat pita triangles and hummus
• Sliced melons or fresh berries with a small container of yogurt
• Vegetable sticks with low fat dip with half a whole wheat or pumpernickel bagel

Beverage Suggestions:

• Water, milk and 100% fruit juice are the only fluids recommended for use in school.
• Water should be available frequently to satisfy student’s thirst. More fluids are needed when the weather is hot outside or when students are exercising strenuously.
• Milk (white, chocolate milk or flavoured) should be 2% or less.
• Cheese, whole grain low fat crackers, apple slices
• Cereal mix (whole grain cereals mixed with dried fruit, pretzels)
• Fruit and cheese kabobs

• Juice should be limited to 250 mL (1 cup) per day as it is high in natural sugars and can contribute excess calories.
• Fruit flavoured drinks, soft drinks, sports drinks, energy drinks and coffee are not recommended.

* Specific policies apply to foods and beverages served in schools:

• Healthy Foods and Beverages in Elementary School Vending Machines - PPM #135 Ontario Ministry of Education October 20, 2004.
• An Act to Protect Anaphylactic Pupils (Sabrina’s Law) - requires every school board to establish and maintain an anaphylaxis policy. June 2005.
• Healthy Food for Healthy Schools Act, 2008

Keeping Foods Safe to Eat

• Wash hands before, during and after food preparation and before eating.
• Wash all vegetables and fruit thoroughly.
• Cook foods thoroughly.
• Keep cold foods “cold” and hot food “hot” by packing foods in an insulated bag or thermos. Frozen beverage containers, freezer packs, and sandwiches made with frozen bread can also keep lunch items cold.

For more information on food safety visit Canadian Partnership for Consumer Food Safety Education www.canfightbac.org/en

For information on reading food labels visit www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php
Choose from these nutrition tips and tidbits and use them in your school newsletter or on your school website.

Healthy Start to the Day
Children who eat breakfast everyday have fewer illnesses and miss fewer days of school. Make a healthy start to the day with a breakfast that includes three of the four food groups from Canada’s Food Guide. This will help you feel great!

Energize with Breakfast
A nutritious breakfast that includes foods from three of the four food groups - Vegetables & Fruit, Grain Products, Milk Products and Meat & Alternatives - will provide energy to help children concentrate, learn and perform better throughout the school day.

Get Top Marks for Healthy Lunches
A healthy school lunch includes choices from all four food groups from Canada’s Food Guide; Vegetables & Fruit, Grain Products, Milk Products and Meat & Alternatives.
- Include vegetables such as baby carrots, red or green peppers or tomato slices
- Add a grain product, preferably whole grain, such as whole wheat bread, crackers, pasta or rice.
- Pack a milk product choice, such as milk, cheese or yogurt.
- Include a meat or alternative choice such as lean meat, fish, a hard boiled egg, or beans.
- Add a piece of fresh fruit or an individual container of canned fruit for dessert or a snack.

Pack a Safe School Lunch
Use an insulated bag or thermos to keep cold foods “cold” and hot foods “hot”. Frozen beverage containers, freezer packs, and sandwiches made with frozen bread can also keep lunch items cold. Throw away any perishable foods that are not eaten at lunch and do not reuse wrappings or plastic sandwich bags.

Remind children to wash their hands with soap and water before eating and after they handle food. Use reusable, environmentally-friendly containers as much as possible. Make sure plastic food containers, lunch bags, and water bottles are washed after each use.

Make Your Own Snack Lunches
Two-thirds of the calories in store-bought crackers, cheese and deli meat snack packs come from fat and sugar. They are also loaded with sodium and contain few of the key nutrients children need to grow and learn. Make your own less expensive, more nutritious snack packs. Use reusable containers with compartments. Add foods from each of the four food groups, e.g. whole grain crackers, cheese cubes, cubed lean ham, carrot sticks and salsa for dipping. Add a fruit choice and small oatmeal cookie for dessert.
Veggies and Fruit Galore
Include one serving of fruit and one serving of vegetables in every lunch. Children who eat more vegetables and fruit have better quality diets and healthier weights. Be creative:

- Buy a new vegetable or fruit each week
- Serve them in different ways whole, sliced or cubed
- Include a dipping sauce such as yogurt for fruit or salsa for vegetables
- Add vegetables to sandwiches, wraps and quesadillas such as romaine lettuce, tomato slices, grated carrots or sweet green, red or yellow peppers

Snacks that Make the Grade
Snacks can be fun and healthy; it just depends on what foods you choose. Snacks that come from one of the four food groups in Canada’s Food Guide are the best choices. Individual containers of canned or fresh fruit, cut up veggies or baby carrots with dip are a fast and easy choice. Low fat, high fibre granola or cereal bars and cookies made with oatmeal. Yogurt, yogurt beverages or fresh cheese in small individual containers and cheese strings. Trail mix with dried fruit and sunflower seeds, hummus with whole wheat pita bread triangles.

Nature’s Fast Food
Stock your fridge with vegetables and fruit “nature’s fast food” cleaned, fresh, cut up and ready to eat. Challenge yourself to select local vegetables and fruit in season to introduce your family to new tastes and support local farmers. Check local farmers markets and farms or pick your own! Our region is known for its apples, berries, peaches, pears, carrots, cucumbers, green onions, tomatoes, melons and more!

Candy in the Fruit Aisle
Fruit roll-ups, fruit, snacks, fruit by the foot are candies in disguise. They may feature lots of pictures of fruit on their package but they contain very little real fruit unless made with 100% real fruit puree. Most of these products are high in sugar and low in nutrients. They are not the best snack choices as they can stick to teeth and cause cavities if teeth are not brushed right after.

Go For Whole Grains
Aim to have more whole grain products each day. For breads, bagels, flour tortillas, pita bread, crackers, cookies, granola and cereal bars look for “whole grain” listed as the first ingredient e.g. 100% whole wheat or whole oats. Read labels and choose grain products that provide 2 grams of fibre or more per serving. Avoid granola and cereal bars with chocolate, marshmallows or frosting, which make them more like a chocolate bar than a healthy snack.
Fact Sheet #2 - Healthy Eating in Halton Schools

Newsletter Tips and Tidbits

Grow With Milk

Include milk everyday in your child’s daily meals or snacks. Milk is an excellent source of calcium and vitamin D that helps develop and maintain healthy bones. Children who drink milk at school are more likely to meet their calcium and vitamin D needs to maintain good bone health. Children should drink at least 2 cups of fluid milk per day to get vitamin D. Most yogurt and cheese products are lower in vitamin D.

Don’t Forget the Protein

Meat, fish, poultry, eggs, beans, peas, lentils, and hummus are all sources of protein. Milk, cheese, yogurt and soy beverages, tofu and other soy products also provide protein. Having protein foods with meals and snacks can help kids feel satisfied longer. Enjoy small amounts of protein with every meal. For example milk with cereal, eggs on toast, bean or lentil soup, canned beans with tomato sauce, sandwiches made with lean beef, turkey, ham, tuna or salmon. Because of risk of food allergies peanut butter, nuts and other nut products should not be brought to school. If you eat peanut butter or nuts at home be sure to wash hands well before going to school.

Keep the Nuts Out of School

There are very specific guidelines to promote a safe school environment. To help keep students and staff safe we request that you avoid bringing peanut and nut products to school. Foods to AVOID sending to school include: peanuts and peanut butter, nuts and nut butters, peanut sauce, nut-containing cookies, granola bars, baked goods, chocolate bars and candies; hazelnut spread, puddings with nuts, and other products containing nuts.

Beverages

All kinds of beverages can keep children hydrated including water, milk, fruit juice, other drinks and even soup. Children need to consume more fluids when the weather is hot outside and when they are active in sports. Water is the best choice to quench thirst. Milk and 100% fruit juice are healthy choices. Fruit flavoured drinks, lemonade, iced tea and regular soft drinks all provide calories but few essential nutrients and are not recommended. Sports drinks are not necessary unless exercising strenuously for an hour or more. Energy drinks are not recommended as they are high in calories, sugar and caffeine and can cause dehydration. Keep serving sizes in mind - one cup (250 mL) of fluid for meals or snacks is usually sufficient.
Fact Sheet #2 - Healthy Eating in Halton Schools

Newsletter Tips and Tidbits

Resources for Parents
The following resources are available from Halton Region Health Department. Call to order: 905-825-6000 or 1-866-4HALTON (1-866-442-5866) or go to http://webaps.halton.ca/health/resources/

Do You Know Your ABCs - information about choosing healthy foods for school lunches
Get Top Marks for Healthy Lunches - information about packing healthy lunches and snacks for the school day
Snacks That Make the Grade - information about packing healthy snacks plus ideas for nutritious fundraising
Kids and Juice - information about choosing healthy juices
Peanut Butterless Lunches - information on packing healthy lunches without peanut butter
Sports Nutrition for Young Athletes - information about healthy eating for active children
Vegetarian Ways - information about healthy vegetarian eating

Other Healthy Eating Resources

Dietitians of Canada
www.dietitians.ca

EatRight Ontario
http://www.eatrightontario.ca/Doorway.aspx

Adapted with permission from materials produced by the Haldimand-Norfolk Health Unit and Brant County Health Unit, January, 2006.
Fundraising Ideas

Candy, baked goods, pop and other foods with low nutritional value are commonly used for fundraising at school. Schools can help promote a healthy learning environment by using healthy fundraising alternatives.

Items You Can Sell

- Balloon bouquets
- Books, calendars
- Brickstone/tile memorials
- Bumper stickers and decals
- Buttons, pins
- Candles
- Christmas trees
- Coffee cups, mugs
- Cookbooks
- Crafts
- Christmas ornaments
- Coupon books
- Emergency kits for cars,
- first aid kits
- Flowers and bulbs
- Giant colouring books
- Gift baskets
- Gift-wrap, boxes and bags
- Greeting cards
- Hats
- Holiday wreaths
- House decorations
- Jewellery
- License plates or holders with school logo
- Magazine subscriptions
- Music, videos, CDs
- Newspaper space ads
- Pet treats/toys/accessories
- Plants
- Scarves
- School art drawings
- School spirit gear
- Sports equipment
- Stationery
- Stuffed animals
- T-shirts, sweatshirts
- Valentine flowers
- Yearbook covers

Things You Can Do

- Garage sale
- Bike-a-thon
- Bowling night/bowl-a-thon
- Car wash (pre-sell tickets as gifts)
- Carnival (Halloween, Winter, Easter)
- Dance
- Family/glamour portrait
- Festival
- Fun run
- Gift wrapping
- Golf tournament
- Jump-rope-a-thon
- Magic show
- Math-fact-a-thon
- Raffle (fitness pass, theme bags)
- Raffle (teachers do a silly activity)
- Read-a-thon
- Rent-a-teen helper (rake leaves, mow lawns, walk or wash dog)
- Recycling cans/bottles/paper
- Science fair
- Singing telegram
- Skate night/skate-a-thon
- Spelling bee
- Talent show
- Treasure hunt/scavenger hunt
- Trivia contest
- Walk-a-thon
Fact Sheet #4 - Healthy Eating in Halton Schools

Classroom Rewards and Incentives

Classroom rewards and incentives can be an effective way to encourage positive behaviour. However, often times candy, chocolate and cookies are provided. Rewarding students with low nutrient foods counteracts the healthy eating messages taught in school. Schools can model healthy behaviour and seek alternatives to food given as a reward. If food is used for a reward, offer healthy choices and tie in the reward as part of a larger learning experience.

Rewarding a Job Well Done!

The ideas below are just a beginning and can be modified for different ages. Be creative, and don’t forget the simple motivation of recognizing students for good work or behaviour. The power of the simple words “you did a great job” can be a very effective form of recognition.

No Cost Ideas

- Free gym time or outdoor play
- Extra music and reading time
- Time for music and dancing
- Music while doing school work
- Chat break at the end of class
- Free time at the end of class
- Group activity

Games

- Homework coupon
- Walk break from class
- Guest presenter in class
- Read to younger students
- Be classroom messenger for the day
- Show and tell
- Read outdoors or enjoy class outdoors
- Teacher performs special skill (singing, guitar playing etc.)
- A phone call, e-mail or letter sent home to parents or guardians

Low Cost Ideas

- Certificate/trophy/ribbon/plaque
- Gift certificates
- Free pass to sporting event or play
- Enter a draw for donated prizes
- Get stickers, pencils, and other school supplies
- Skipping ropes or balls for class
- Take a trip to the “treasure box”

Treasure box ideas:
- Stickers
- Erasers
- Books
- Pencils
- Bookmarks
- Games
- Frisbees
Fact Sheet #5 - Healthy Eating in Halton Schools

Hosting Healthy Meetings

To help you plan healthy foods for your school meetings (e.g. school council meeting, parent meeting or workshop, staff meeting or workshop) consider following these simple tips to help participants focus, feel energized and be more productive. For a copy of Hosting Healthy Food Guidelines for the Workplace, go to: http://www.halton.ca/health/documents/resource_database/healthy_food_guidelines_for_the_workplace.pdf

Healthy Food Choices

Serve or ask caterer to provide healthy food choices:

- Offer healthy beverages such as water, milk (skim or 1%) and 100% fruit and vegetable juice, as alternatives to sugary and caffeine beverages.
- Provide healthier snack options, such as vegetables and dip, fresh fruit, yogurt, cheese and whole-grain crackers, lower fat muffins, or whole grain bagels.

If a meal is provided, try some of the following:

- Lower fat salad dressing or salad dressing on the side
- Meatless dishes such as vegetarian lasagne, lentil soups
- Smaller portions of leaner meat, fish and poultry
- Broth-based vegetable soups or soups made with milk instead of cream
- Lower fat desserts such as fresh fruit, fruit salad, baked fruit, frozen yogurt, sherbet or angel food cake
- Sandwiches made with whole wheat breads and little or no mayonnaise, butter or margarine

Note: Ask meeting participants if they have any special dietary restrictions. Be sure to read labels to ensure foods offered are allergen free.

Active Living

Build in opportunities for physical activity to help keep participants alert.

- Include stretch breaks or light physical activity breaks in the agenda
- Arrange for a walking meeting
- Replace a coffee break with a walking break
- Choose activities that are appropriate for all abilities
- Let participants know that the activities are voluntary
- Ensure safety is maintained during activities

Environmentally Friendly

An environmentally friendly meeting saves money and the environment.

- Use regular dishes and utensils instead of disposable
- Serve beverages in pitchers rather than individual glass bottles or cartons
- Use nametags than can be returned and re-used
- Provide blue boxes for recycling
- Enquire in advance about participant allergies, sensitivities and special needs
Smoke-Free
Clean air will help your participants feel more alert and comfortable
• Ensure that meeting or conference rooms are 100% smoke-free
• Advertise the meeting or workshop as smoke-free
• Inform participants of designated smoking areas

Adapted with permission from Grey-Bruce Partners in Health
Fact Sheet #6 - Healthy Eating in Halton Schools

Trans Fat Regulations for Foods Sold in Schools

Health and nutrition are a growing concern in the school system, so the Ministry of Education is making changes to help improve the health of school-aged children in Ontario. The Healthy Food for Healthy Schools Act, which was introduced into Ontario Legislature in April 2008, amends the current Education Act to meet the following criteria:

1. Regulate the sale of all food and beverages containing industrially produced trans fat that are prepared and sold in schools.

2. Give power to the Minister of Education to create policies and guidelines with respect to nutrition standards for food and beverages provided on school premises or in connection with a school-related activity.

3. Add a requirement for boards to ensure that food and beverages sold in vending machines comply with the nutritional standards set out in the regulations.

The majority of the trans fats in our diet are industrially produced and are typically found in foods made with partially hydrogenated oil, such as spreads, commercial baked goods and snack foods. The trans fat content of some of these foods may be as high as 45% of the total fat in the product. Research shows that these fats are highly correlated with health risks, including an increased risk of developing heart disease. Some foods, such as meat and dairy products, naturally contain small amounts of trans fat. However, naturally occurring trans fat has not been proven to have any health risks. Reducing the trans fat content of foods sold in schools is a necessary step to improving the health of school-aged children.

The Trans Fat Regulation included in the Healthy Food for Healthy Schools Act requires that food and beverages sold in Ontario schools must adhere to the following conditions:

Vegetable oils and soft margarines: trans fats < 2% of the total fat content.

Any other food, beverage or ingredient: trans fats < 5% of total fat content.

This fact sheet was created to help schools implement these regulations and assist in calculating the percentage of trans fat content of all food sold in the schools including fundraisers, café’s, tuck shops, hot lunch programs, etc. Schools can also consider involving their students and teachers in this process by having classes or student clubs complete the calculations.

For more information, contact the Halton Region Health Department, 905-825-6000.
Fact Sheet #6 - Healthy Eating in Halton Schools

Calculating Percentages of Trans Fat in Foods

1. Make a list of foods sold at your school. Here are some foods that may contain trans fats:

<table>
<thead>
<tr>
<th>Category</th>
<th>Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spreads</td>
<td>Hydrogenated (hard) margarine, shortening</td>
</tr>
<tr>
<td>Baked goods</td>
<td>Donuts, muffins, cakes, pastries, cookies, tortillas, pies, tarts</td>
</tr>
<tr>
<td>Packaged snack foods</td>
<td>Chips, crackers, microwave popcorn, granola bars, cereal bars, pudding cups</td>
</tr>
<tr>
<td>Breaded/deep-fried foods</td>
<td>Chicken nuggets and burgers, fish sticks, onion rings, hash browns, French fries</td>
</tr>
<tr>
<td>Ready to eat &amp; frozen foods</td>
<td>Pizza, pizza pockets, toaster pastries, instant soups, noodle kits</td>
</tr>
<tr>
<td>Convenience foods</td>
<td>Muffin/cake mixes, icing/whipped toppings, ready-to-bake dough, puff pastry, hot chocolate mix, coffee whitener</td>
</tr>
</tbody>
</table>

Note: Naturally occurring trans fats found in dairy products and meats are not subject to these standards. However, if these products have other fat sources in their ingredient list (oils, fish, eggs, nuts, seeds, wheat germ), the product is not exempt and the percentage of trans fat must be calculated.

2. Find the amount of trans fat (g) and total fat (g) in these foods.
   People involved in purchasing or preparing foods for sale in the school, such as caterers, restaurants, food service providers, volunteer shoppers, and staff/students involved in fundraising, can help you find this information.

3. Use the product information to calculate the percentage of trans fat in each product. According to the Healthy Food for Healthy Schools Act, the trans fat content must be as follows:

   Vegetable oils and soft margarines: trans fats < 2% of the total fat content.
   Any other food, beverage or ingredient: trans fats < 5% of total fat content.

   **To calculate percentage of trans fat:**

   \[
   \text{Percentage of trans fat} = \left( \frac{\text{Trans fat (g)}}{\text{Total fat (g)}} \right) \times 100
   \]

   **In this example:**

   \[
   \frac{1.5 \text{ g}}{5.0 \text{ g}} = 30\% 
   \]

   This product would not be allowed because trans fats are 30% of the total fat content, which exceeds the standards.