

Nutrition Rubric

The rubric is based on the elements of a Comprehensive School Community Health approach and can be used a self-reflective assessment tool to provide information about current levels of performance in a Comprehensive School Community Health context and as an evaluation tool to measure progress over time.

<i>Element</i>	<i>Awareness</i>	<i>In Development</i>	<i>Developed</i>	<i>Implemented</i>
<i>Policy</i>	<input type="checkbox"/> The school division has no nutrition policy, or the policy that exists is not implemented, or the policy allows for food of low nutritional value at school.	<input type="checkbox"/> The school division has a nutrition policy developed by school and division staff and not based on the provincial guidelines.	<input type="checkbox"/> The school division policy developed by school, division and School Community Council members based on the provincial guidelines outlined in the document <i>Nourishing Minds: Towards Comprehensive School Community Health, Nutrition Policy Development in Saskatchewan Schools</i> but it was not fully implemented or evaluated.	<input type="checkbox"/> The school division has a policy that follows provincial guidelines outlined in the document <i>Nourishing Minds: Towards Comprehensive School Community Health, Nutrition Policy Development in Saskatchewan Schools</i> which is implemented and evaluated in all schools across the division. School staffs, students, School Community Councils, caregivers and the community are involved in developing and implementing the policy.



<i>Element</i>	<i>Awareness</i>	<i>In Development</i>	<i>Developed</i>	<i>Implemented</i>
High-Quality Teaching and Learning	<input type="checkbox"/> Provincial health education curricula are not being implemented.	<input type="checkbox"/> Provincial health education curricula are referred to in unit planning.	<input type="checkbox"/> Healthy eating as part of the provincial health education curricula is emphasized and supported by the school nutrition policy.	<input type="checkbox"/> Provincial health education curricula are implemented as intended. Understandings, skills, and confidences are reinforced where appropriate in the school nutrition policy.
	<input type="checkbox"/> Teachers of health education have limited to no training or resources/ supports for an effective health education program.	<input type="checkbox"/> Healthy eating resources and supports are available to teachers of health education.	<input type="checkbox"/> Evaluated and recommended healthy eating resources that are a strong fit to provincial health education curriculum are used.	<input type="checkbox"/> A variety of recommended, culturally sensitive, evaluated and developmentally appropriate instructional strategies and healthy eating resources are used.
	<input type="checkbox"/> It appears that little to no learning opportunities exist for students and their families to learn about healthy food choices.	<input type="checkbox"/> Students learn about healthy food options but there is still a gap between school and home; caregivers/ families are not engaged.	<input type="checkbox"/> Opportunities exist for caregivers to learn about healthy eating	<input type="checkbox"/> Teachers of health education have access to and support for continued professional development opportunities regarding healthy eating.
	<input type="checkbox"/> Students are not aware of school nutrition policy.	<input type="checkbox"/> Students learn about healthy food options but there is still a gap between school and home; caregivers/ families are not engaged.	<input type="checkbox"/> Students are aware of the school nutrition policy and are involved in selecting nutritious foods for their schools.	<input type="checkbox"/> Students, families and communities are involved and engaged in healthy nutrition. Caregivers are receiving information and are actively involved with nutrition at school.
	<input type="checkbox"/> School staff regularly model poor choices (e.g., unhealthy food choices, skipping meals).	<input type="checkbox"/> Students have limited awareness of school nutrition policy. <input type="checkbox"/> School staffs are making efforts to model healthier food choices.	<input type="checkbox"/> Opportunities exist for caregivers to learn about healthy eating	<input type="checkbox"/> A clear and consistent planned use of other informal healthy eating learning opportunities is included.
	<input type="checkbox"/> Students are not aware of school nutrition policy.	<input type="checkbox"/> Students have limited awareness of school nutrition policy. <input type="checkbox"/> School staffs are making efforts to model healthier food choices.	<input type="checkbox"/> Students are aware of the school nutrition policy and are involved in selecting nutritious foods for their schools. <input type="checkbox"/> School staff frequently model healthy food choices.	<input type="checkbox"/> Students are involved in all steps of policy development, implementation, and evaluation. <input type="checkbox"/> School staffs promote the school nutrition policy and plan for and model healthy food choices and behaviors.



<i>Element</i>	<i>Awareness</i>	<i>In Development</i>	<i>Developed</i>	<i>Implemented</i>
<i>Healthy Physical Environment</i>	<p><input type="checkbox"/> Students are not washing their hands before or after eating.</p> <p><input type="checkbox"/> Students rush to find seats in a classroom or lunchroom and may be eating where there is no table and chair or desk/table top available (the room is crowded).</p> <p><input type="checkbox"/> Noon hour television programming at school is not monitored for appropriateness.</p> <p><input type="checkbox"/> Students do not have enough time to eat.</p> <p><input type="checkbox"/> Supervision of students is limited during mealtimes, and/or supervisors do not have any training regarding establishing and maintaining a caring and respectful environment.</p>	<p><input type="checkbox"/> Some hand washing is done but is inconsistent.</p> <p><input type="checkbox"/> Students have access to seating and desk/table tops but the eating area is crowded.</p> <p><input type="checkbox"/> Noon hour television programs are somewhat monitored for content.</p> <p><input type="checkbox"/> Students can continue to eat regardless of whether they are dismissed from the meal.</p> <p><input type="checkbox"/> Each class/ lunchroom has a supervisor, but the supervisor has not been provided with training regarding establishing and maintaining a caring and respectful environment.</p>	<p><input type="checkbox"/> Students are encouraged and reminded to wash their hands before and after eating and monitored during mealtimes.</p> <p><input type="checkbox"/> Students have access to ample seating.</p> <p><input type="checkbox"/> Noon hour television watching is monitored and other activity options are offered.</p> <p><input type="checkbox"/> Enough time is set aside for students to eat lunch; dismissal from the class/ lunchroom varies and meets the needs of students.</p> <p><input type="checkbox"/> Each class/ lunchroom has a supervisor and they have had some training and support regarding establishing and maintaining a caring and respectful environment.</p>	<p><input type="checkbox"/> Students and staff wash their hands before and after eating following proper hand-washing technique as recommended by Public Health.</p> <p><input type="checkbox"/> Every student has access to a chair desk/table and enough room to access his or her meal comfortably.</p> <p><input type="checkbox"/> Social activities are encouraged and offered during mealtimes. (Visiting, tabletop games when finished, music, physical activity, etc.)</p> <p><input type="checkbox"/> At least 20 minutes is provided for students to eat lunch. Flexible mealtimes and snack times meet the needs of all students.</p> <p><input type="checkbox"/> Lunchroom supervisors are provided with on-going support and training regarding effective practices in establishing and maintaining caring and respectful environments.</p>



<i>Element</i>	<i>Awareness</i>	<i>In Development</i>	<i>Developed</i>	<i>Implemented</i>
<i>Healthy Physical Environment Cont.....</i>	<input type="checkbox"/> Healthy food choices are not available or very limited at school (e.g. vending machines, canteens, cafeterias). <input type="checkbox"/> Food available during school activities/ events (dances, BBQ's, etc.) is not nutritious and considered "junk" food. <input type="checkbox"/> School fundraising events always include unhealthy food choices such as candy and chocolate bars.	<input type="checkbox"/> Healthy food choices at school constitute less than 50% nutritious options (e.g., vending machines, canteens, cafeterias). <input type="checkbox"/> During school events, healthy nutritious foods are offered at least 50% of the time. <input type="checkbox"/> School fundraising events often include unhealthy food choices such as candy and chocolate bars.	<input type="checkbox"/> At school only 75% of healthy food choices are offered as recommended in <i>Canada's Food Guide</i> (e.g., vending machines, canteens, and cafeterias). <input type="checkbox"/> During school events 75% of snacks and meals are healthy and nutritious as recommended in <i>Canada's Food Guide</i> . <input type="checkbox"/> School fundraising events rarely include unhealthy food choices such as candy and chocolate bars.	<input type="checkbox"/> At school, only healthy food choices are offered as recommended in <i>Canada's Food Guide</i> or the school has a policy that indicates vending machines are not to be made available in the school. (<i>One exception would be milk availability</i>). <input type="checkbox"/> During school events, 100% of snacks and meals are healthy and nutritious as recommended in <i>Canada's Food Guide</i> . <input type="checkbox"/> School fundraising events never include unhealthy food choices such as candy or chocolate bars; fundraising items for sale are either a healthy food option such as oranges or are not a food item at all.



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<i>Supportive Social Environment</i>	<input type="checkbox"/> Some students are isolated and eat meals alone.	<input type="checkbox"/> Students are encouraged to sit with their peers and to include others as part of a social group. Few students are isolated.	<input type="checkbox"/> Efforts are made by supervisors and students to include everyone in the social activities at meal times. Few to no students are isolated.	<input type="checkbox"/> Inclusive caring and respectful practices are common; no students are isolated.
	<input type="checkbox"/> The school does not have a shared vision of what it means to be a school that values healthy body images. (<i>Negative behaviours in relation to another's appearance may occur</i>).	<input type="checkbox"/> Staff model body satisfaction and take care to avoid transferring personal prejudices about body shape. <input type="checkbox"/> Positive language about food and avoidance of such terms as "junk" and "bad" foods are encouraged.	<input type="checkbox"/> Teachers participate in training regarding body image. <input type="checkbox"/> The school promotes the experience of activity and movement for enjoyment.	<input type="checkbox"/> During school events, teachers, administrators, caregivers and communities support and model healthy food choices as recommended in <i>Canada's Food Guide</i> . <input type="checkbox"/> The school coordinates all body image programs and speakers with the provincial curriculum.



<i>Element</i>	<i>Awareness</i>	<i>In Development</i>	<i>Developed</i>	<i>Implemented</i>
<i>Community Engagement and Partnerships</i>	<input type="checkbox"/> Students do not have any or enough breakfast, lunch or snack. <input type="checkbox"/> Limited amounts of food are available in the school. <input type="checkbox"/> School staff provides information to families regarding healthy eating.	<input type="checkbox"/> Students are not eating foods that are considered nutritious as recommended in <i>Canada's Food Guide</i> . <input type="checkbox"/> There is access to food for students who require it, but much of the food is not nutritious. <input type="checkbox"/> The school offers programs regarding healthy eating and food security to selected families.	<input type="checkbox"/> Students are eating healthy nutritious meals and snacks as recommended in <i>Canada's Food Guide</i> . <input type="checkbox"/> There is access to healthy nutritious foods at school. <input type="checkbox"/> All families and community members are welcome to participate in school programs regarding healthy eating and food security.	<input type="checkbox"/> Students are eating healthy nutritious meals and snacks as recommended in <i>Canada's Food Guide</i> , and are involved in the selection and preparation of food. <input type="checkbox"/> Healthy nutritious foods are available at school and students are involved in the selection and preparation of food. <input type="checkbox"/> A community of caregivers, school staff, students and local business partners advocate and implement strategies for addressing food security. Programs such as community kitchens the "Good Food Box" community gardens and the development of food charters are examples of such partnerships.

