

# ONTARIO SCHOOL FOOD AND BEVERAGE POLICY

Secondary Teacher Resource Guide | 2012





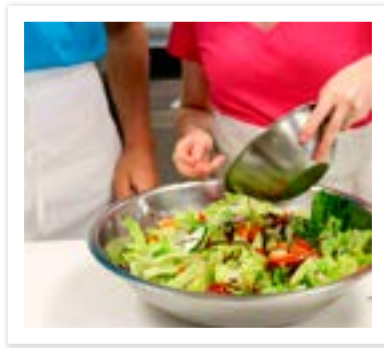
<b>INTRODUCTION</b>	<b>1</b>
<b>TAKE A COMPREHENSIVE APPROACH</b>	<b>3</b>
Role of the Teacher	5
Role Modelling	6
School Leadership Opportunities	6
<b>SCHOOL FOOD AND BEVERAGE POLICY OVERVIEW</b>	<b>7</b>
<b>NUTRITION STANDARDS</b>	<b>9</b>
Steps to Categorizing Food and Beverages	10
The 80/20 Rule	11
Vegetables and Fruit	12
Grain Products	14
Milk and Alternatives	16
Meat and Alternatives	17
Mixed Dishes	19
Mixed Dishes Without a Nutrition Facts Table	20
Nutrition Standards for Miscellaneous Items	22
Nutrition Standards for Beverage Groups	23
<b>QUALITY INSTRUCTION AND PROGRAMS</b>	<b>25</b>
Planning	27
Teaching Healthy Eating with Sensitivity	29
Food and Beverage Preparation	31
Making a Healthy Choice	40
Ideas for Integrating Healthy Eating with Environmental Education	41
Ideas for Integrating Healthy Eating with Financial Literacy	42
Establishing a Business Model	43
<b>SOCIAL ENVIRONMENT</b>	<b>45</b>
Establishing a Student-Friendly Atmosphere	45
Rewards and Incentives	46
School Activities and Clubs	46
Communicating Healthy Eating Messages	48
Fundraising Activities	48
<b>PHYSICAL ENVIRONMENT</b>	<b>51</b>
Allergy-Safe School Environments	51
Safe Food Handling	52

## Table of Contents

---

<b>COMMUNITY PARTNERSHIPS</b>	<b>53</b>
Identifying Potential Community Partners	53
Working with Community Partners	54
<b>APPENDICES</b>	<b>55</b>
Appendix 1 – Identifying Healthy School Activities	55
Appendix 2 – School Food and Beverage Policy – Food and Beverage Nutrition Standards Chart	56
Appendix 3 – Understanding the Nutrition Standards	59
Appendix 4 – Calculating Trans Fat	60
Appendix 5 – A-Z Food and Beverage List	62
Appendix 6 – Reading a Nutrition Facts Table	68
Appendix 7 – Categorizing Food and Beverages	69
Appendix 8 – Calculating the 80/20 Rule	71
Appendix 9 – Venues, Programs and Events Assessment Tool	73
Appendix 10 – Miscellaneous Items List	75
Appendix 11 – Nutrition Standards for Beverages – Elementary Schools	76
Appendix 12 – Categorizing Food and Beverages Without a Nutrition Facts Table	77
Appendix 13 – Ontario Fruits and Vegetables Availability Guide	79
Appendix 14 – Establishing a Healthy Tuck Shop/Canteen	82
Appendix 15 – Physical Environment Tracking Sheet	85
Frequently Asked Questions	86

## INTRODUCTION





# Introduction

---

The Ontario Ministry of Education is committed to making schools healthier places for students to learn. The School Food and Beverage Policy (PPM 150) makes the healthiest choice the easiest to make. The implementation of this policy is another important step in creating healthier schools in Ontario. In order to maximize the impact of the policy, it is important for students to develop an understanding of the knowledge and skills needed to make decisions related to healthy eating. Educating students about healthy eating will also translate into healthier citizens, contributing to a reduction in chronic diseases such as heart disease, type 2 diabetes and certain types of cancer.

This resource is designed to assist secondary school teachers in teaching healthy eating by:

- providing an overview of the requirements of the School Food and Beverage Policy
- making connections between the requirements of the School Food and Beverage Policy and the curriculum expectations taught in various subject areas
- identifying the roles and responsibilities of teachers
- providing examples of effective practices in the classroom and school
- promoting health literacy for students.

## WWW

### Online Learning Modules and Tools

Online learning modules and tools have been developed to assist with the implementation of the School Food and Beverage Policy. These include:

- Four learning modules that provide an overview of the policy, the nutrition standards and connections between the policy and curriculum.
- The Nutrition Standards Tool, which helps categorize a food or beverage choice as *Healthiest (Sell Most)*, *Healthy (Sell Less)* or *Not Permitted for Sale*.

To access the online learning modules and tools, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)







## TAKE A COMPREHENSIVE APPROACH





## Take a Comprehensive Approach

Schools are encouraged to use the Foundations for a Healthy School framework to help address healthy eating in a coordinated, integrated and holistic way. The framework identifies four components that together represent a comprehensive approach to creating a healthy school: Quality Instruction and Program; Healthy Physical Environment; Supportive Social Environment; and Community Partnerships. A comprehensive approach will help to reinforce the key concepts taught through the curriculum, provide opportunities for students to extend their learning through school activities and engage community partners.

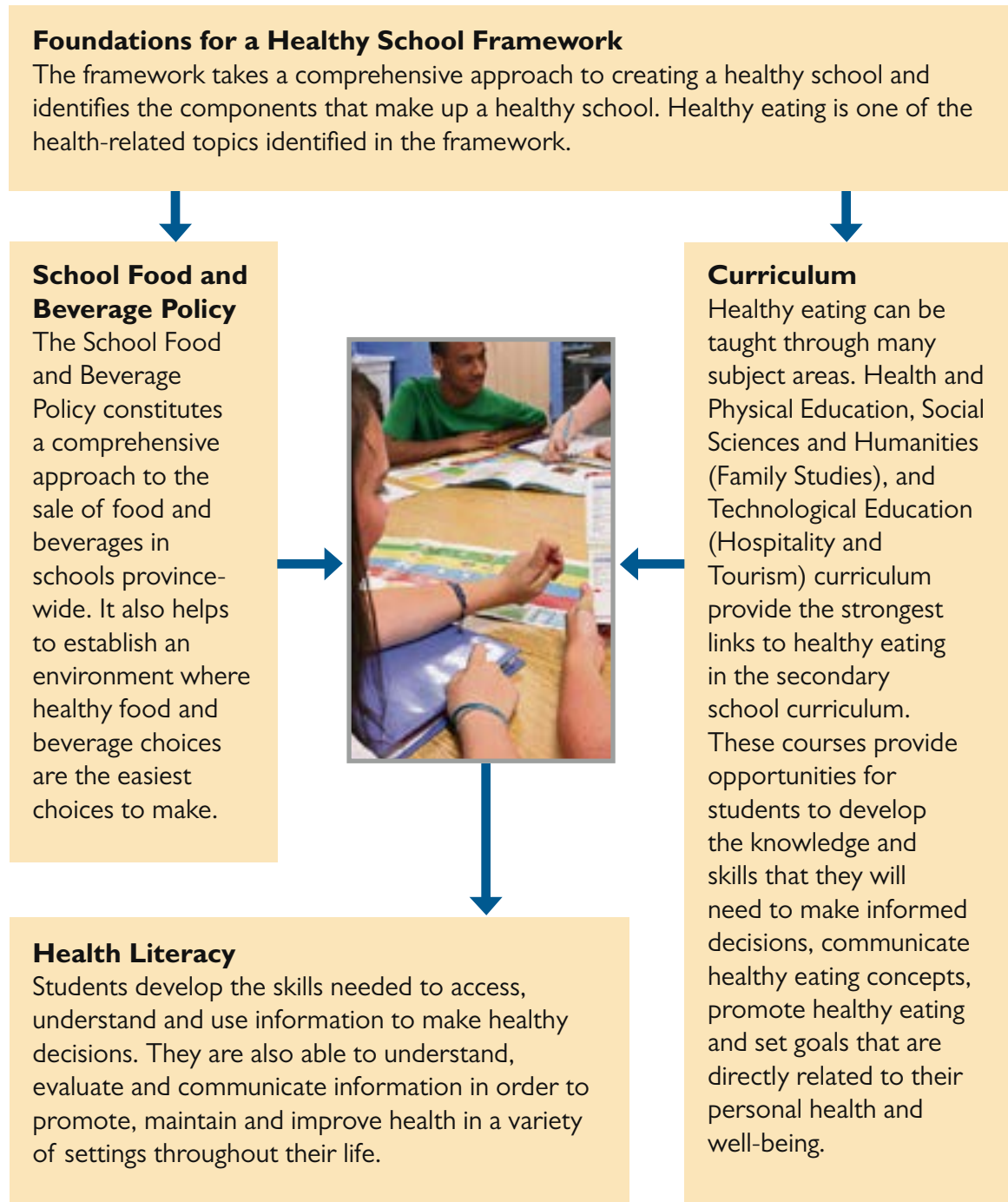
Practices that can support a comprehensive approach include:

- establishing a healthy schools committee (or building on an existing committee), made up of the principal, school staff, parents, students and community partners, to help develop and support your school's implementation plan for the School Food and Beverage Policy
- identifying the healthy eating activities currently underway in the school by using the components of the Foundations for a Healthy School framework (see *Appendix 1 – Identifying Healthy School Activities*)
- identifying all venues, programs and events where food and beverages are offered for sale in the school
- reviewing implementation of the policy within the classroom and throughout the school
- allocating resources to support the teaching of healthy eating in all classrooms
- coordinating classroom and school-wide activities focused on healthy eating
- engaging parents and the broader school community (e.g., Public Health Units, local businesses, the agricultural and food sector) to help support healthy eating practices inside and outside the school.

WWW

To view the Foundations for a Healthy School framework, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)





## Role of the Teacher

It is important for teachers to establish a healthy eating environment in the classroom by ensuring that the topics taught, approaches taken and environments in which students learn, are supportive of healthy eating.

### Teachers are responsible for:

- Understanding the school's and school board's goals related to healthy eating.
- Providing quality instruction for students on healthy eating that is consistent with the requirements of the curriculum and the School Food and Beverage Policy.
- Attending information and training sessions provided by the principal or school board related to the policy.

### Teachers are encouraged to:

- Make healthy choices available to students when food and beverages are provided or prepared in the classroom.
- Avoid offering food or beverages as a reward or as an incentive for good behaviour, achievement or participation.
- Offer, when available and where possible, food and beverages that are produced in Ontario.
- Adopt and model environmentally responsible practices (e.g., reduce food waste, reuse containers, recycle food scraps) in the classroom.
- Promote and practise appropriate food safety and hygiene procedures.
- Volunteer to lead, or be involved in, the development or implementation of healthy eating initiatives in the school.
- Involve a broad range of partners who have expertise in healthy eating (e.g., school and school board staff, students, parents, public health staff, food service providers, local farmers, other community partners) in the planning and teaching of lessons and organizing of activities in the classroom and school.
- Use a flexible and balanced approach when delivering messages about healthy eating and active living.



## Role Modelling

Teachers are role models for students and have the potential to influence the decisions and choices students make. Teaching knowledge and skills related to healthy eating in the classroom and reinforcing this learning throughout the day help establish a healthy eating environment in the school.

Tips on being a healthy role model in the classroom include:

- Encouraging students to talk about and ask questions regarding healthy eating.
- Dispelling assumptions based on stereotypes (e.g., thin students eat healthy, overweight students do not).
- Modelling healthy eating behaviours (e.g., bring in lunches/snacks that reflect healthy food choices, demonstrate flexibility).
- Speaking positively about food and eating habits without expressing personal food preferences.

## School Leadership Opportunities

Opportunities for teachers to take on a leadership role in the school include:

- Identifying school-wide events that promote healthy eating (e.g., continue to offer healthy choices as alternatives on exemption days).
- Coordinating opportunities at staff meetings or professional development days for teachers to share new resources, current initiatives and effective practices.
- Inviting community partners (e.g., Public Health Unit, local farmers) to come into the school to provide information to school staff, share current healthy eating information and identify community events and resources available to support classroom teaching.
- Organizing a field trip (e.g., grocery store, farmers' market) to teach students about where food comes from and how it is produced.
- Volunteering to lead student activities or clubs that reinforce the healthy eating messages taught through the curriculum.
- Organizing a team to establish and maintain a school garden that could grow herbs, vegetables and fruit.



## **SCHOOL FOOD AND BEVERAGE POLICY OVERVIEW**







# School Food and Beverage Policy Overview

---

All food and beverages offered for sale in Ontario's publicly funded elementary and secondary schools for school purposes must comply with the requirements set out in the School Food and Beverage Policy, including the nutrition standards.

The School Food and Beverage Policy applies to all food and beverages sold in all venues (e.g., cafeterias, vending machines, tuck shops/canteens), through all programs (e.g., catered lunch programs), and at all events (e.g., bake sales, sports events).

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.

## Exemption for Special-Event Days

The school principal may designate up to ten days (or fewer, as determined by the school board) during the school year as special-event days on which food and beverages offered for sale 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. School principals are encouraged to consult with their students in making these decisions.

Notwithstanding this exemption, on special-event days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the policy.



## Additional Requirements

The following requirements must also be met:

- School boards must comply with Ontario Regulation 200/08, “Trans Fat Standards”, and any other applicable regulations made under the Education Act.
- 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.
- 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.
- 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.

## Practices for Consideration

School boards and schools should take into consideration the following when food or beverages are sold or provided in schools:

- Offer, when available and where possible, food and beverages that are produced in Ontario.
- Be environmentally aware (e.g., reduce food waste, reuse containers, recycle food scraps).
- Avoid offering food or beverages as a reward or incentive for good behaviour, achievement or participation.

WWW

For a copy of the School Food and Beverage Policy, including the nutrition standards, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)



## NUTRITION STANDARDS





# Nutrition Standards

The nutrition standards embody the principles of healthy eating outlined in *Canada's Food Guide*, and are intended to ensure that the food and beverages sold in schools contribute to students' healthy growth and development. The nutrition standards for food and beverages are set out within the following two sections:

## Nutrition Standards for Food

Food is divided into six groups (the first four food groups are from *Canada's Food Guide*):

- Vegetables and Fruit
- Grain Products
- Milk and Alternatives
- Meat and Alternatives
- Mixed Dishes
- Miscellaneous Items

## Nutrition Standards for Beverages

Beverages are divided into two groups:

- Elementary Schools
- Secondary Schools

For a sample of the nutrition standards, see *Appendix 2 – School Food and Beverage Policy – Food and Beverage Nutrition Standards Chart*.

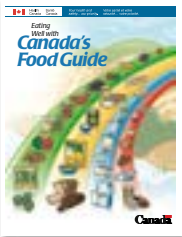
## Categories: Healthiest (Sell Most), Healthy (Sell Less), and Not Permitted for Sale

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:

<b>Healthiest</b> <b>[Sell Most (≥ 80%)]</b>	<b>Healthy</b> <b>[Sell Less (≤ 20%)]</b>	<b>Not Permitted</b> <b>For Sale</b>
Products in this category are the healthiest options and generally have higher levels of essential nutrients and lower amounts of fat, sugar, and/or sodium.	Products in this category may have slightly higher amounts of fat, sugar, and/or sodium than food and beverages in the <i>Healthiest (Sell Most)</i> category.	Products in this category 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).

**WWW**

*Canada's Food Guide* defines and promotes healthy eating for Canadians. For a copy, visit the Health Canada website at [www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)



For more information on how to read the nutrition standards, see *Appendix 3 – Understanding the Nutrition Standards*.

## Steps to Categorizing Food and Beverages

To determine which category a specific food or beverage fits into, follow these three steps:

**STEP 1 – Compare the total fat and trans fat amounts (in grams) on your product’s Nutrition Facts table with the Trans Fat Standards.** If your product does not meet the Trans Fat Standards, it is *Not Permitted for Sale* – do not proceed to Step 2 (see *Appendix 4 – Calculating Trans Fat*).

**STEP 2 – Identify the group and sub-group in the nutrition standards that your product fits into** (see *Appendix 5 – A-Z Food and Beverage List*).

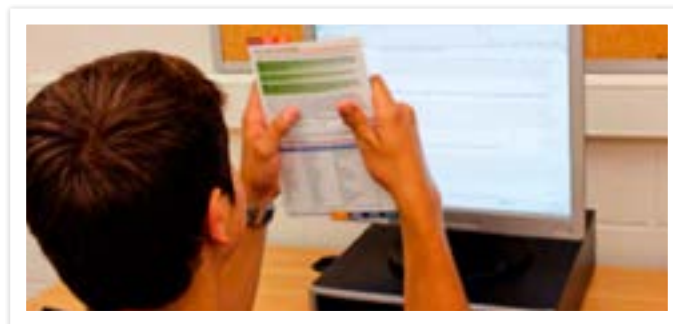
**STEP 3 – Compare the relevant information on your product’s food label (i.e., the Nutrition Facts table and ingredient list) with the nutrition criteria in the nutrition standards.** Your product will fit into one of the following categories: *Healthiest (Sell Most)*, *Healthy (Sell Less)*, or *Not Permitted for Sale* (see *Appendix 6 – Reading a Nutrition Facts Table*).

### Tip

The information on a Nutrition Facts table is based on a serving size. If the package size is different from the serving size, the nutrition criteria must be calculated in proportion to the package size to determine whether the package fits into the *Healthiest (Sell Most)*, *Healthy (Sell Less)* or *Not Permitted for Sale* category (e.g., if the serving size on the Nutrition Facts table is 250 ml, but the package size is 500 ml, you would have to multiply the nutrition criteria by 2 to determine which category the 500 ml package size fits into). \*

\* In secondary schools, milk can be sold in containers that hold multiple servings.

For examples of how to determine which category a food product fits into, see *Appendix 7 – Categorizing Food and Beverages*.



## The 80/20 Rule

Once you have determined which category your product fits into, you will need to ensure that the products offered for sale in all venues, through all programs, and at all events meet the 80/20 rule.

**STEP 4 – Assess each venue, program or event to determine if the food and beverages offered for sale meet the 80/20 rule.**

When assessing the food and beverage choices offered for sale, remember:

- All food choices are assessed together.
- All beverage choices are assessed together.
- Food choices are assessed separately from beverage choices.

For example, if a tuck shop/canteen sells both food and beverages, 80% of the food choices and 80% of the beverage choices must meet the *Healthiest (Sell Most)* category.

If fewer than five food or beverage choices are offered for sale, all products must be *Healthiest (Sell Most)* choices to comply with the 80/20 rule.

The 80/20 rule applies to the number of products offered for sale, not the number of products sold.

<b>Healthiest</b> <b>[Sell Most (≥ 80%)]</b>	<b>Healthy</b> <b>[Sell Less (≤ 20%)]</b>	<b>Not Permitted</b> <b>For Sale</b>
Products in this category must make up at least 80 per cent of all food choices and all beverage choices that are offered for sale in all venues, through all programs, and at all events.	Products in this category must make up no more than 20 per cent of all food choices and all beverage choices that are offered for sale in all venues, through all programs, and at all events.	Products in this category must not be sold in schools.

For examples of how to calculate the 80/20 Rule, see *Appendix 8 – Calculating the 80/20 Rule* and *Appendix 9 – Venues, Programs and Events Assessment Tool*.

## Vegetables and Fruit

Tips for vegetables and fruit:

- All plain, fresh vegetables and fruit are categorized as *Healthiest (Sell Most)*.
- When assessing fresh, frozen, canned and dried vegetables and fruit, remember to check the ingredient list to ensure that the first item is a vegetable or fruit (or water).
- Vegetable and fruit juices or blends are included under the Beverages section.

Canada's Food Guide recommends:

- ✓ eating at least one dark green and one orange vegetable each day
- ✓ choosing vegetables and fruit prepared with little or no added fat, sugar or salt
- ✓ having vegetables and fruit more often than juice.

## Nutrition Standards for Vegetables and Fruit

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Fresh, Frozen, Canned, and Dried Vegetables and Fruit</b>	Vegetable or fruit (or water) is the first item on the ingredient list <b>and Fat: ≤ 3 g</b> <b>and Saturated fat: ≤ 2 g</b> <b>and Sodium: ≤ 360 mg</b>  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Fresh or frozen vegetables with little or no added salt</li> <li>• Fresh or frozen fruit with no added sugar</li> <li>• Canned vegetables</li> <li>• Canned fruit packed in juice or light syrup</li> <li>• Unsweetened apple sauce</li> <li>• Some low-fat frozen potato products, including French fries</li> <li>• Some dried fruit and 100% fruit leathers*</li> </ul>	Vegetable or fruit (or water) is the first item on the ingredient list <b>and Fat: ≤ 5 g</b> <b>and Saturated fat: ≤ 2 g</b> <b>and Sodium: ≤ 480 mg</b>  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some dried fruit and 100% fruit leathers</li> <li>• Lightly seasoned or sauced vegetables and fruit</li> <li>• Some prepared mixed vegetables</li> </ul>	Sugar** is the first item on the ingredient list <b>or Fat: &gt; 5 g</b> <b>or Saturated fat: &gt; 2 g</b> <b>or Sodium: &gt; 480 mg</b>  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Vegetable and fruit products prepared with higher amounts of fat, sugar, and/or salt, including deep-fried vegetables</li> <li>• Some packaged frozen and deep-fried potato products, including hash browns and French fries</li> <li>• Some fruit snacks made with juice (e.g., gummies, fruit rolls)</li> </ul>



## Nutrition Standards for Vegetables and Fruit (continued)

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Canned Tomatoes and Tomato-Based Products</b>	Fat: ≤ 3 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some whole, crushed, or diced tomatoes</li> <li>• Some pasta sauce</li> </ul>		Fat: > 3 g <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Whole, crushed, or diced tomatoes that are higher in fat or sodium</li> <li>• Pasta sauce that is higher in fat or sodium</li> </ul>
<b>Vegetable and Fruit Chips</b>	Fat: ≤ 3 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 240 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some lower-fat, lower-sodium vegetable chips (e.g., potato, carrot)</li> <li>• Some lower-fat, lower-sodium fruit chips (e.g., banana, apple, pear)</li> </ul>	Fat: ≤ 5 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some vegetable chips (e.g., potato, carrot)</li> <li>• Some fruit chips (e.g., banana, apple, pear)</li> </ul>	Fat: > 5 g <b>or</b> Saturated fat: > 2 g <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some vegetable chips that are higher in fat or sodium</li> <li>• Some fruit chips that are higher in fat or sodium</li> </ul>

\*Food high in sugars and starches (natural or added) can leave particles clinging to the teeth and put dental health at risk. Vegetable and fruit choices of particular concern include fruit leathers, dried fruit, and chips (potato or other). It is suggested that these foods be eaten only at meal times and that foods that clear quickly from the mouth be eaten at snack times, such as fresh (raw or cooked), canned, or frozen vegetables or fruit.

\*\*Look for other words for sugar, such as glucose, fructose, sucrose, dextrose, dextrin, corn syrup, maple syrup, cane sugar, honey, and concentrated fruit juice.



## Grain Products

Tips for grain products:

- Whole grain food with fibre and low fat and sodium is generally a healthy choice and is usually *Healthiest (Sell Most)*.

Canada's Food Guide recommends:

- ✓ making at least half of your grain products whole grain each day
- ✓ choosing grain products that are lower in fat, sugar or salt.

## Nutrition Standards for Grain Products

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Bread</b>	Whole grain is the first item on the ingredient list <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 240 mg <b>and</b> Fibre: ≥ 2 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Whole grain breads, including buns, bagels, English muffins, rolls, naan, pitas, tortillas, chapattis, rotis, bannock</li> <li>• Whole grain pizza dough and flatbread</li> </ul>	Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• White (enriched) breads, including buns, bagels, English muffins, rolls, naan, pitas, tortillas, chapattis, rotis, bannock</li> <li>• White (enriched) pizza dough</li> </ul>	Saturated fat: > 2 g <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• White breads that are higher in fat or sodium</li> <li>• Some cheese breads, scones, and biscuits</li> </ul>
<b>Pasta, Rice, and Other Grains</b>	Fat: ≤ 3 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 240 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Whole wheat or white (enriched) pasta, including couscous</li> <li>• White, brown, and wild rice, rice noodles, and soba noodles</li> <li>• Quinoa, bulgur, wheat berries, spelt, and other whole grains</li> </ul>	Fat: ≤ 5 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some pasta, rice, and other grains</li> </ul>	Fat: > 5 g <b>or</b> Saturated fat: > 2 g <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some pasta, rice, and other grains that are higher in fat, saturated fat, or sodium</li> </ul>

## Nutrition Standards for Grain Products (continued)

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Baked Goods</b>	Fat: ≤ 5 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Fibre: ≥ 2 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some muffins, cookies, grain-based bars</li> <li>• Some whole grain waffles and pancakes</li> </ul>	Fat: ≤ 10 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Fibre: ≥ 2 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some muffins, cookies, grain-based bars, snacks</li> <li>• Some waffles and pancakes</li> </ul>	Fat: > 10 g <b>or</b> Saturated fat: > 2 g <b>or</b> Fibre: < 2 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Most croissants, danishes, cakes, doughnuts, pies, turnovers, pastries</li> <li>• Some cookies and squares</li> </ul>
<b>Grain-Based Snacks</b>	Fat: ≤ 3 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 240 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some whole grain crackers, pita chips, and flatbreads</li> <li>• Some packaged crackers and popcorn</li> </ul>	Fat: ≤ 5 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some crackers, pretzels, and popcorn</li> </ul>	Fat: > 5g <b>or</b> Saturated fat: > 2 g <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Crackers, pretzels, and popcorn higher in fat and sodium</li> <li>• Most corn chips and other snack mixes</li> </ul>
<b>Cereals</b>	Whole grain is the first item on the ingredient list <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Fibre: ≥ 2 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some breakfast cereals, including oatmeal, some granola, and cold cereals containing fibre</li> </ul>		Whole grain is not the first item on the ingredient list <b>or</b> Saturated fat: > 2 g <b>or</b> Fibre: < 2 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some breakfast cereals</li> </ul>



## Milk and Alternatives

Tips for Milk and Alternatives:

- *Healthiest (Sell Most)* Milk and Alternatives are lower in fat.
- *Healthiest (Sell Most)* cheeses, such as partly skimmed mozzarella and light cheddar, are lower in fat and sodium.
- Fluid milk and milk-based beverages are included under the Beverages section.

Canada's Food Guide recommends:

- ✓ selecting lower-fat milk alternatives.

## Nutrition Standards for Milk and Alternatives

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Yogurt/ Kefir</b>	Fat: ≤ 3.25% M.F.* <b>or</b> ≤ 3 g  <b>Examples:</b> • Plain and flavoured yogurt, yogurt tubes		Fat: > 3.25% M.F. <b>or</b> > 3 g  <b>Examples:</b> • Yogurt higher in fat, such as Balkan-style
<b>Cheese**</b>	Fat: ≤ 20% M.F. <b>and</b> Sodium: ≤ 360 mg <b>and</b> Calcium: ≥ 15% DV***  <b>Examples:</b> • Cheeses lower in fat and sodium, including part-skim mozzarella, light cheddar, some Swiss and ricotta	Sodium: ≤ 480 mg <b>and</b> Calcium: ≥ 15% DV  <b>Examples:</b> • Most hard and soft, non-processed cheese, including cheddar, mozzarella, brick, parmesan, some feta, Monterey Jack, havarti, and gouda; cottage cheese, cheese curds, and cheese strings	Sodium: > 480 mg <b>or</b> Calcium: < 15% DV  <b>Examples:</b> • Some processed cheese products • Most cream cheese
<b>Milk-Based Desserts</b>		Fat: ≤ 5 g <b>and</b> Sodium: ≤ 360 mg <b>and</b> Calcium: ≥ 5% DV****  <b>Examples:</b> • Some frozen yogurt, puddings, custards, ice milk, gelato	Fat: > 5 g <b>or</b> Sodium: > 360 mg <b>or</b> Calcium: < 5% DV  <b>Examples:</b> • Some puddings • Most frozen desserts high in fat and sugar, including ice cream, ice cream bars, ice cream cakes, and ice cream sandwiches

\*M.F. = Milk Fat. The amount can be found on the front of the food label.

\*\*Encourage selection of lower-fat cheese options.

\*\*\*DV = Daily Value.

\*\*\*\*5% DV = 55mg of Calcium.

## Meat and Alternatives

Tips for Meat and Alternatives:

- Extra-lean meat and vegetarian alternatives prepared with little or no added fat or salt are usually *Healthiest (Sell Most)*.

*Canada's Food Guide* recommends:

- ✓ having meat alternatives such as beans, lentils, and tofu often
- ✓ eating at least two Food Guide servings of fish each week
- ✓ selecting lean meat and alternatives prepared with little or no added fat or salt.

## Nutrition Standards for Meat and Alternatives

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Fresh and Frozen Meat</b>	Fat: ≤ 10 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Extra-lean ground meat</li> <li>• Lean beef, goat, lamb, pork, or poultry</li> <li>• Some breaded chicken strips and nuggets</li> <li>• Some lean meatballs</li> <li>• Some lean hamburger patties</li> </ul>	Fat: ≤ 14 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Lean ground meat</li> <li>• Beef, goat, lamb, pork, or poultry</li> <li>• Some breaded chicken strips and nuggets</li> <li>• Some meatballs</li> <li>• Some hamburger patties</li> </ul>	Fat: > 14 g <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Meat that contains higher amounts of fat or sodium, including chicken wings, bacon, pork and beef ribs</li> <li>• Some wieners</li> <li>• Most pepperoni sticks</li> <li>• Most beef/turkey jerk products</li> </ul>
<b>Deli (Sandwich) Meat</b>	Fat: ≤ 5 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some lean deli meat</li> </ul>	Fat: ≤ 5 g <b>and</b> Sodium: ≤ 600 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some lean deli meat</li> </ul>	Fat: > 5 g <b>or</b> Sodium: > 600 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Deli meat higher in fat or sodium</li> </ul>
<b>Fish</b>	Fat: ≤ 8 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Fresh, frozen, or canned fish</li> </ul>	Fat: ≤ 12 g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some frozen, breaded fish (e.g., fish sticks)</li> <li>• Fresh, frozen, or canned fish</li> </ul>	Fat: > 12 g <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some breaded or battered fish higher in added fat or sodium</li> <li>• Fresh or frozen fish with a higher mercury content*</li> </ul>

## Nutrition Standards for Meat and Alternatives (continued)

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Eggs</b>	Fat: ≤ 7 g <b>and</b> Sodium: ≤ 480 mg		Fat: > 7 g <b>or</b> Sodium: > 480 mg
<b>Nuts, Protein Butters, and Seeds</b>	Not coated with candy, chocolate, sugar, or yogurt <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Nut, legume, and seed butters, including peanut, almond, walnut, soy, sesame, and sunflower</li> <li>• Nuts and seeds, including almonds, walnuts, peanuts, sunflower seeds, pumpkin seeds (papas)</li> </ul>		Coated with candy, chocolate, sugar, and/or yogurt <b>or</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Coated nuts</li> <li>• Some roasted and salted nuts</li> </ul>
<b>Meat Alter- natives, such as Tofu, Beans, and Lentils</b>	Fat: ≤ 8g <b>and</b> Sodium: ≤ 480 mg <b>and</b> Protein: ≥ 10 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some vegetarian burgers, simulated meat strips, veggie meatballs, veggie ground round, veggie wieners and sausages, tofu and tempeh</li> <li>• Beans and lentils</li> </ul>		Fat: > 8g <b>or</b> Sodium: > 480 mg <b>or</b> Protein: < 10 g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Some vegetarian products high in sodium</li> <li>• Some meat alternatives that are higher in fat or sodium or lower in protein</li> </ul>

\*Certain types of fish may contain levels of mercury that can be harmful to human health. Fish caught in local lakes and streams may have different levels of mercury from those found in stores. Canned “light” tuna contains less mercury than “white” or “albacore” tuna, and salmon generally has low levels of mercury. See Health Canada’s website for continually updated information and a list of fish with low levels of mercury, at <http://www.hc-sc.gc.ca/fn-an/securit/chem-chim/environ/mercur/cons-adv-etud-eng.php>



## Mixed Dishes

Many food sold in schools contain more than one ingredient and are grouped as Mixed Dishes.

Some pre-packaged mixed dishes have a food label, while mixed dishes made from scratch typically do not have a food label. Mixed Dishes With a Nutrition Facts Table are assessed differently from Mixed Dishes Without a Nutrition Facts Table.

Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

### Nutrition Standards for Mixed Dishes With a Nutrition Facts Table

Note: This section applies to products that contain more than one major ingredient.

- To be categorized as a *Healthiest (Sell Most)* choice, mixed dishes must be lower in fat and sodium. Depending on the type of mixed dish, protein and fibre may also need to be assessed to categorize a mixed dish as *Healthiest (Sell Most)*.
- Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list provided on the product.

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Entrées</b> (e.g., frozen pizza, sandwiches, pasta, hot dogs)	Fat: ≤ 10 g <b>and</b> Saturated fat: ≤ 5 g <b>and</b> Sodium: ≤ 960 mg <b>and</b> Fibre: ≥ 2 g <b>and</b> Protein: ≥ 10 g	Fat: ≤ 15 g <b>and</b> Saturated fat: ≤ 7 g <b>and</b> Sodium: ≤ 960 mg <b>and</b> Fibre: ≥ 2 g <b>and</b> Protein: ≥ 7 g	Fat: > 15 g <b>or</b> Saturated fat: > 7g <b>or</b> Sodium: > 960 mg <b>or</b> Fibre: < 2 g <b>or</b> Protein: < 7 g
<b>Soups</b>	Fat: ≤ 3 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 720 mg <b>and</b> Fibre: ≥ 2 g	Fat: ≤ 5g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 720 mg	Fat: > 5g <b>or</b> Saturated fat: > 2 g <b>or</b> Sodium: > 720 mg
<b>Side Dishes</b> (e.g., grain and/or vegetable salads)	Fat: ≤ 5 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 360 mg <b>and</b> Fibre: ≥ 2 g	Fat: ≤ 7 g <b>and</b> Saturated fat: ≤ 2 g <b>and</b> Sodium: ≤ 360 mg	Fat: > 7 g <b>or</b> Saturated fat: > 2 g <b>or</b> Sodium: > 360 mg

## Mixed Dishes Without a Nutrition Facts Table

Not all mixed dishes offered for sale have a Nutrition Facts table. For example, mixed dishes prepared in school or prepared off-site and delivered to the school, may not have a Nutrition Facts table.

For Mixed Dishes Without a Nutrition Facts Table, assess each **major** and **minor ingredient** using the nutrition standards.

**Major ingredients** are any products that are identified in one of the food groups (i.e., Vegetables and Fruit, Grain Products, Milk and Alternatives, Meat and Alternatives) or beverage groups, unless used in small quantities as outlined in the Miscellaneous Items group. These ingredients are assessed using the nutrition information found on the Nutrition Facts table and ingredient list and compared to the appropriate nutrition standards.

Note: All pizza toppings are considered major ingredients.

**Minor ingredients** are items that are typically used in limited quantities. These ingredients can be used but only in accordance with the serving size identified in the Miscellaneous Items group in the nutrition standards.

If all major ingredients used in the preparation of a mixed dish are from the *Healthiest (Sell Most)* category, then the final mixed dish is a *Healthiest (Sell Most)* choice. If at least one major ingredient is from the *Healthy (Sell Less)* category, then the final mixed dish is a *Healthy (Sell Less)* choice. A mixed dish must not contain any ingredients from the *Not Permitted for Sale* category.





## Nutrition Standards for Mixed Dishes Without a Nutrition Facts Table

For every ingredient used, refer to the nutrition criteria for the appropriate food groups.

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Entrées</b> (e.g., pizza, sandwiches, pasta, hot dogs)	All major ingredients* are from the <i>Healthiest (Sell Most)</i> category.	One or more major ingredients are from the <i>Healthy (Sell Less)</i> category.	Cannot be sold if prepared with any ingredients from the <i>Not Permitted for Sale</i> category.
<b>Soups</b>	All major ingredients are from the <i>Healthiest (Sell Most)</i> category.	One or more major ingredients are from the <i>Healthy (Sell Less)</i> category.	Cannot be sold if prepared with any ingredients from the <i>Not Permitted for Sale</i> category.
<b>Side Dishes</b> (e.g., grain and/or vegetable salads)	All major ingredients are from the <i>Healthiest (Sell Most)</i> category.	One or more major ingredients are from the <i>Healthy (Sell Less)</i> category.	Cannot be sold if prepared with any ingredients from the <i>Not Permitted for Sale</i> category.

\*A major ingredient is any product that is identified in one of the food groups set out in the nutrition standards — that is, Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives, unless used in small quantities as outlined in the Miscellaneous Items group.



## Nutrition Standards for Miscellaneous Items

Unlike the other food and beverage groups, miscellaneous items are either permitted or not permitted for sale. This group includes:

- Minor ingredients that are permitted for sale, provided the serving size is limited to the amount defined in the nutrition standards.
- Confectionery items (e.g., chocolate bars, candy) that are *Not Permitted for Sale*.

Minor Ingredients	
Ingredients	Serving Size
Condiments and Spreads	≤ 15 ml (1 tbsp)
Gravies and Sauces	≤ 60 ml (4 tbsp)
Dips	≤ 30 ml (2 tbsp)
Fats	≤ 5 ml (1 tsp)
Oils and Dressings	≤ 15 ml (1 tbsp)
Other (e.g., chocolate chips, coconut, olives, parmesan cheese)	≤ 15 ml (1 tbsp)
<b>Not Permitted for Sale: Confectionery (Examples)</b>	
Candy Chocolate Energy Bars Licorice Gum Gummies Popsicles and Freezies, if not prepared with 100% juice	

For an expanded list of Miscellaneous Items, see *Appendix 10 – Miscellaneous Items List*.



## Nutrition Standards for Beverage Groups

Separate nutrition standards for beverages have been developed for elementary schools and secondary schools. Tips for selecting healthy beverages:

- Plain water, milk (2% or less), and 100% fruit juices are all *Healthiest (Sell Most)* beverage choices.

*Canada's Food Guide* recommends:

- ✓ satisfying your thirst with water
- ✓ drinking skim, 1% or 2% milk each day
- ✓ having vegetables and fruit more often than juice.

## Nutrition Standards for Beverages – Secondary Schools

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Water</b>	Plain		
<b>Milk and Milk-Based Beverages</b> (Plain or Flavoured)*	Fat: ≤ 2% M.F.** or ≤ 5 g and Sugar: ≤ 28 g and Calcium: ≥ 25% DV***		Fat: > 2% M.F. or > 5 g or Sugar: > 28 g or Calcium: < 25% DV
<b>Yogurt Drinks</b>	Fat: ≤ 3.25% M.F. or ≤ 3 g		Fat: > 3.25% M.F. or > 3 g
<b>Soy/Milk Alternative Beverages</b> (Plain or Flavoured)	Fortified with calcium and vitamin D		Unfortified
<b>Juices or Blends: Vegetable or Fruit</b>	100% juice, pulp, or purée and Unsweetened/No sugar added		< 100% juice, pulp, or purée or Sugar in the ingredient list
<b>Hot Chocolate</b>	Fat: ≤ 2% M.F. or ≤ 5 g and Sugar: ≤ 28 g and Calcium: ≥ 25% DV		Fat: > 2% M.F. or > 5 g or Sugar: > 28 g or Calcium: < 25% DV

## Nutrition Standards for Beverages – Secondary Schools (continued)

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Coffee and Tea</b>		Decaffeinated	Caffeinated
<b>Iced Tea</b>		Calories: ≤ 40 <b>and</b> Decaffeinated	Calories: > 40 <b>or</b> Caffeinated
<b>Energy Drinks</b>			All Energy Drinks
<b>Sports Drinks</b>			All Sports Drinks
<b>Other Beverages</b> (e.g., soft drinks; flavoured water; “juice-ades,” such as lemonade, limeade)		Calories: ≤ 40 <b>and</b> Caffeine-free	Calories: > 40 <b>or</b> with Caffeine

\* Milk can be sold in containers that hold multiple servings.

\*\* M.F. = Milk Fat. The amount can be found on the front of the food label.

\*\*\* DV = Daily Value.

For elementary school standards, see *Appendix 11 – Nutrition Standards for Beverages – Elementary Schools*.



**QUALITY INSTRUCTION  
AND PROGRAMS**





## Quality Instruction and Programs

---

The Health and Physical Education, Social Sciences and Humanities (Family Studies), and Technological Education (Hospitality and Tourism) curricula provide the strongest links to healthy eating in a secondary school. The curriculum expectations for these subjects identify the knowledge and skills that students need to acquire, demonstrate and apply in order to maintain and enjoy a healthy life as well as to solve problems, make decisions and set goals that are directly related to their personal health and well-being. Healthy eating can also be used as a vehicle for learning in other subjects by applying the thinking/critical literacy skills that are embedded across all curriculum areas.

Students may learn about healthy eating and nutrition across the curriculum when these concepts are used as a vehicle for applying learning in other subjects (e.g., calculating unit conversions for food products using mathematics skills, examining marketing strategies for cafeteria food in a business studies course, considering environmental impact of food production and the impacts on healthy eating in an environmental science course).

There are many opportunities for students to learn about healthy eating at school through classroom instruction, growing food, food preparation, discussions and school events.

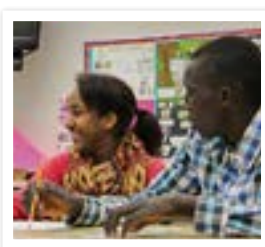
Teaching students about healthy eating should be:

- based on curriculum expectations
- consistent with the messages from *Canada's Food Guide*.

### Health and Physical Education

The primary focus of the Health and Physical Education curriculum is to help students develop a commitment and a positive attitude to lifelong healthy active living and the capacity to live satisfying, productive lives. The Health and Physical Education curriculum provides students with learning opportunities that will help them make positive decisions about all aspects of their health, including healthy eating, and encourage them to lead healthy, active lives.

In the Healthy Active Living Education courses, Grades 9 through 12, living skills are integrated across the curriculum. Through the living skills expectations, students learn to develop and take responsibility for their decisions and behaviour, thereby enhancing their personal competence and well-being. They learn to refine, practise and apply their knowledge and skills to make healthy, safe and wise choices.



## **Social Sciences and Humanities (Family Studies)**

Family Studies is a discipline focused on improving the lives of individuals and families. It provides students with essential knowledge and transferable skills that are relevant to their lives today and in the future. Food and nutrition is one aspect of the Family Studies curriculum, and students learn to make healthy food choices by thinking critically about portion sizes, where our food comes from, what is in food, and how food is central to our lives and cultures. The key messages in the School Food and Beverage Policy help guide students on a path to lifelong health.



## **Technological Education (Hospitality and Tourism)**

Students learn about healthy eating and nutrition in Technological Education courses such as Hospitality and Tourism. Hospitality and Tourism education provides a hands-on and theoretical approach to learning about nutrition and making healthy food choices. Students learn the skills necessary for food preparation and meal planning through a flexible and balanced approach that promotes personal well-being and healthy living. Students employ critical learning skills with respect to food costing, sustainability and social responsibility, measurement and assessing customer needs based on health or dietary needs, culture or ethnicity, and utilizing the School Food and Beverage Policy as the standard for selecting healthy food and beverage choices.





## Planning

Planning for healthy eating should be integrated in such a way that students receive consistent messages throughout all subject areas. Students should be given the opportunity to make connections between the concepts and skills taught in all relevant curriculum areas.

Tips to consider during the planning stage:

- Identify subject specific expectations related to healthy eating, linkages and opportunities to teach units on healthy eating in multiple subject areas.
- Develop lessons that provide students with authentic opportunities to learn about healthy eating and increase student interest and buy-in for the topics taught.
- Identify the prior skills required by the students for learning key lessons on healthy eating (e.g., previous lessons on reading Nutrition Facts tables, safety practices).
- Identify opportunities to use a variety of instructional strategies to engage students (e.g., discussing local issues, food preparation).
- Identify linkages to the key messages in *Canada's Food Guide* and the School Food and Beverage Policy.
- Address topics with sensitivity (e.g., access to healthy food, cultural or religious needs).
- Make connections between healthy eating instruction and relevant events throughout the year (e.g., nutrition month, classroom and school-wide events).
- Identify the best learning environment for lessons (e.g., outdoors, instructional kitchen, computer lab).
- Identify community partners who can support teaching and learning about healthy eating.
- Identify print and/or digital resources that can be used to teach healthy eating.

### Tip

Look for the Foodland Ontario logo to help identify food products from Ontario. For additional local food resources, such as nutrition guides and seasonal availability of local food, visit [www.foodlandontario.ca](http://www.foodlandontario.ca)



## Teaching Healthy Eating

Tips to consider when teaching healthy eating:

- Encourage students to ask questions.
- Identify, correct and clarify any misinformation, stereotypes and misunderstandings.
- Be aware of personal biases related to healthy eating and identify biases through media portrayals, advertisements, and research.
- Encourage students to make personal connections with healthy eating curriculum by reflecting on their own personal eating habits.
- Use instructional strategies and topics related to healthy eating that are relevant and meaningful to the students (e.g., discussing local issues, food preparation).
- Provide students with opportunities to integrate their knowledge of healthy eating and nutrition with food preparation.
- Integrate current events and local news related to healthy eating into lessons.
- Connect the content of healthy eating lessons with living a healthy life.
- Encourage students to extend their learning from the classroom and to become leaders or mentors in the school.
- Make students aware of credible sources of information and resources that provide additional information about healthy eating.

### Tip

Consider the following questions when deciding which healthy eating resources to use. Is the resource:

- ✓ **Credible?** Based on research from a reliable source.
- ✓ **Current?** Consistent with the messaging from *Canada's Food Guide* and Health Canada.
- ✓ **Canadian?** Based on Canadian content (e.g., Canadian terminology, policies and research).
- ✓ **Connected?** Connected to the curriculum expectations and age-appropriate for the students in the grade/course.



## Teaching Healthy Eating with Sensitivity

It helps to consider in advance strategies for addressing topics that may arise when teaching healthy eating that need to be handled with sensitivity. The following are potential topics and sample teaching tips.

**Access to healthy food** – considerations could include:

- Socio-economic status, which may influence the types of food students eat.
- Variable availability of healthy food and beverage products in the local community.
- Varying levels of awareness among parents about healthy eating practices.
- Varying levels of involvement students may have in decisions about what they bring to school to eat.

### Teaching Tips include:

- When assigning work related to healthy eating (e.g., student food logs), avoid making assumptions or judgements that all students have access to healthy food.
- Make linkages with community partners (e.g., Public Health Unit) to provide healthy eating resources for students.
- Discuss with the principal strategies to support healthy eating.

**Cultural and/or religious differences regarding food and beverage choices** – considerations could include:

- Students may have a wide range of experiences with food and beverages from different cultures.
- Stereotypes and labelling may arise in relation to food preferences and habits.
- Certain food important to a culture/religion may not meet the School Food and Beverage Policy requirements.

### Teaching Tips include:

- Be aware of the cultural and/or religious composition of the class/school.
- Avoid making assumptions about cultural food preferences or habits.
- Include cultural awareness and sensitivities in planning and classroom lessons.
- Use culturally representative materials (e.g., *Canada's Food Guide* adapted/translated for different cultures).
- Provide opportunities for students to share cultural and/or religious experiences related to food and beverages with the class (e.g., celebrate healthy food choices from different cultures, potluck lunches).
- Share with the students and families the steps being taken by Ontario's agri-food sector to grow culturally appropriate food in Ontario (e.g., bok choy in the Holland Marsh) as the province's population continues to become more diverse.
- Discuss with the principal strategies to support healthy eating.

**Societal norms for an “ideal body”** – considerations could include:

- Society promotes unrealistic beliefs that thinness is healthy, easily achievable and attainable by all. Internalizing these stereotypes puts students at increased risk for body dissatisfaction and can set the stage for unhealthy eating or weight-related disorders.
- Students who feel positive about their bodies find it easier to make decisions that promote good health.
- Weight-based teasing/bullying undermines positive mental health and emotional well-being.
- Students frequently talk about weight or shape.

**Teaching Tips include:**

- Emphasize that students can be healthy at a variety of body sizes and shapes (e.g., display images and use resources that show individuals with different body types).
- Avoid making assumptions that an underweight or overweight student is not eating healthy food and requires an intervention or that an average weight student is eating healthy food.
- Focus on health rather than weight, acknowledging that natural body development includes increases in weight and body fat.
- Watch for and address issues related to weight-based teasing/bullying or weight bias.
- Focus on teaching decision-making skills that can optimize healthy behaviours (e.g., media literacy, challenging peer norms about weight and shape, stress management).



## Food and Beverage Preparation

Food and beverage preparation is an important part of the instructional program in some curriculum areas such as Health and Physical Education, Social Sciences and Humanities (Family Studies), and Technological Education (Hospitality and Tourism). The courses in these subject areas provide students with opportunities to apply information learned about healthy eating and safe food handling practices. The recipes used for products prepared in these programs may not meet the nutrition standards in the School Food and Beverage Policy and, as a result, may need to be altered or modified if they are to be offered for sale in school. Even if the food and beverages prepared in class will not be sold in school, teachers are encouraged to follow the nutrition standards whenever possible in order to promote the importance of healthy eating.

To determine if a recipe meets the nutrition standards, compare the Nutrition Facts table for the final product of the recipe with the nutrition standards for the appropriate group and sub-group. For beverages such as smoothies, the sub-group is determined by the primary ingredient (e.g., milk and milk-based beverages, soy/milk alternative, yogurt drinks, vegetable/fruit juices or blends). The Beverage sub-group that the primary ingredient fits into must meet the *Healthiest (Sell Most)* nutrition criteria. If at least one major ingredient is from the *Healthy (Sell Less)* category, then the final beverage is a *Healthy (Sell Less)* choice. A beverage must not contain any major ingredients from the *Not Permitted for Sale* category.

Note: If beverage products such as powders (e.g., protein, fibre) are added to milk and milk-based beverages, soy/milk alternative, yogurt drinks, vegetable/fruit juices or blends to produce an end product such as a smoothie, these beverage products must meet the corresponding *Healthiest (Sell Most)* nutrition criteria in order to be permitted for sale in a secondary school.

If no Nutrition Facts table is available for a recipe:

- Create your own Nutrition Facts table (see tip box below), or
- For a mixed dish, assess all the major ingredients. All major ingredients must be from the *Healthiest (Sell Most)* category for the final mixed dish to be a *Healthiest (Sell Most)* food choice. If at least one major ingredient is from the *Healthy (Sell Less)* category, the final mixed dish is a *Healthy (Sell Less)* food choice. A mixed dish must not contain any ingredients from the *Not Permitted for Sale* category.

For an example of how to classify a food or beverage, see *Appendix 12 – Categorizing Food and Beverages Without a Nutrition Facts Table*.

WWW

### Create your own Nutrition Facts table

Software programs are available that develop a Nutrition Facts table for a recipe based on the ingredients and amounts used. These programs work best if the ingredients used for analysis are not processed items.

Dietitians of Canada have created a free software program that analyzes recipes to cross-reference with the School Food and Beverage Policy nutrition standards. To use the recipe analyzer, visit [www.eatracker.ca](http://www.eatracker.ca)

## **Altering Food and Beverages to Comply with the School Food and Beverage Policy**

When a food or beverage product does not meet the nutrition standards in the School Food and Beverage Policy, there are several ways to alter the product so that it complies with the nutrition standards and may be offered for sale in schools. It is important to remember that if you alter a recipe or product in any way, you must recheck all relevant nutrient amounts to ensure that they comply with the nutrition standards.

### **1. Adjust Portion Size**

If a product does not meet the nutrition criteria based on the stated serving size on the Nutrition Facts table, you may adjust the portion size that will be offered for sale to meet the nutrition criteria. For example, if a pizza's Nutrition Facts table is based on a serving size of 1/4 of a pizza and the fat content exceeds the fat criterion for the *Healthiest (Sell Most)* category, you could adjust the for-sale portion size to 1/6 of a pizza. Reducing the size of the slice for sale ensures that the fat content meets the nutrition criteria.

### **2. Adjust the Amount of a Major Ingredient in a Mixed Dish**

If a Mixed Dish does not meet the nutrition criteria, you may adjust the amount of a major ingredient in the recipe to meet the nutrition criteria. For example, when preparing a meatball sub, the current recipe might call for six meatballs, for which the fat content exceeds the fat criterion for a *Healthiest (Sell Most)* product. Reducing the number of meatballs in the sub to five reduces the fat content which may enable this sub to comply with the *Healthiest (Sell Most)* fat criterion.

Note: all of the other *Healthiest (Sell Most)* nutrition criteria must also be met.

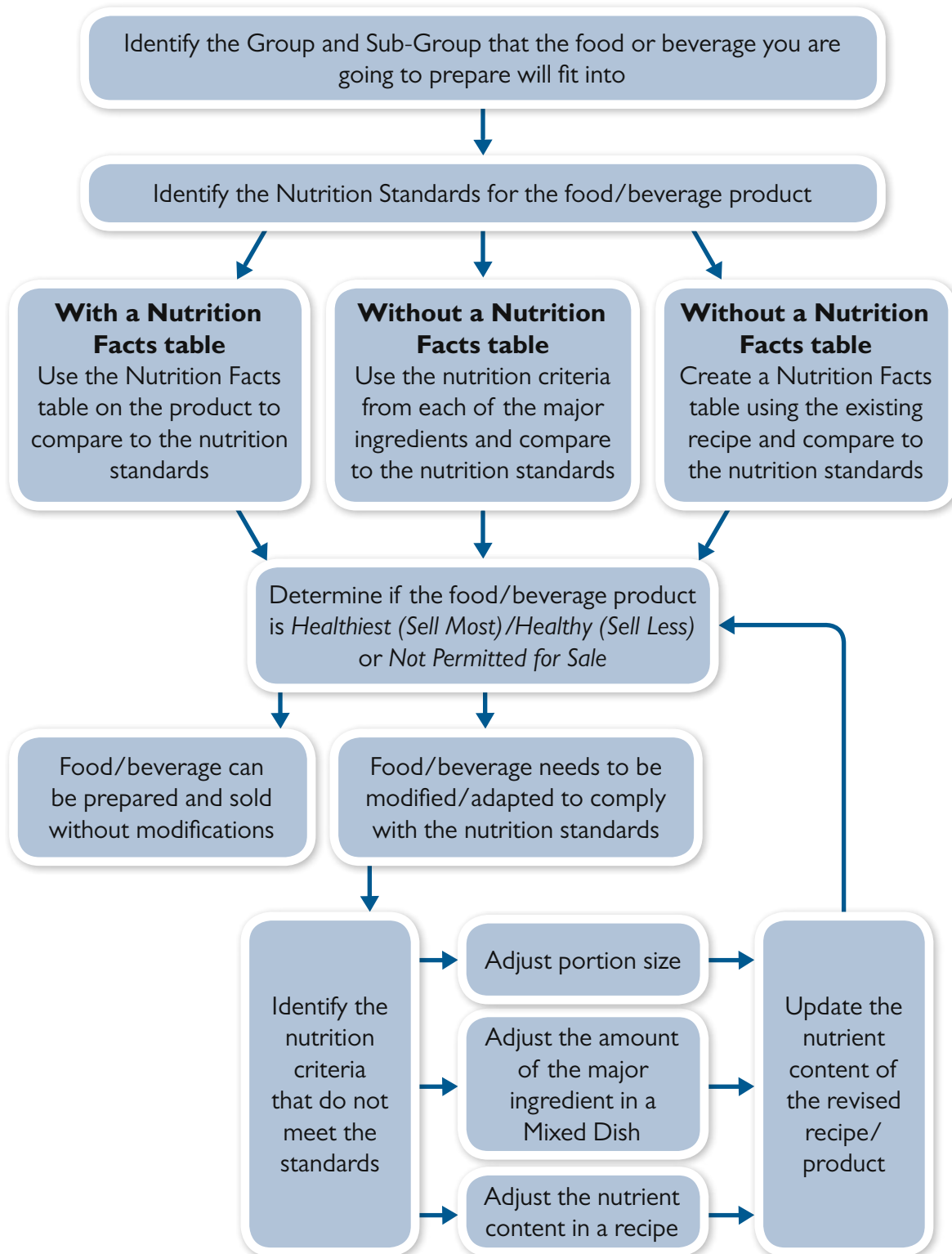
### **3. Adjust the Nutrient Content in a Recipe**

The nutrition standards identify criteria for the following nutrients: Fats, Fibre, Sodium, Calcium, Protein and Sugar. These nutrients, in a variety of combinations, are identified throughout the nutrition standards. The following pages provide practical strategies on how to adapt the content of each of these nutrients in order to comply with the nutrition standards for food and beverages offered for sale.

#### **Tip**

Remember that any change to a recipe in one nutrient area can also create changes in other areas (e.g., adding a hard-boiled egg to a recipe to increase protein also increases the fat content).

## Steps to Altering a Recipe or Product



## Fats

Fat is a nutrient that supplies energy (calories) to the body. Dietary fat provides necessary components for healthy cell function, growth and development, and helps the body absorb nutrients from food such as vitamins A, D, E, and K. The main categories of fats include: saturated, monounsaturated, polyunsaturated and trans fats.

## How to Lower Fat in Recipes

### Substitutions

- Skim milk for whole milk
- Evaporated milk for whipping cream
- Skim evaporated milk for regular evaporated milk
- 2 egg whites for 1 whole egg
- Raisins for chocolate chips
- Beans or lentils for some or all of the red meat in recipes (e.g., burritos, quesadillas)
- Equal amounts of fruit or vegetables in place of fat in baking (e.g., grated zucchini, grated carrots, apple sauce, mashed bananas, pureed prunes and canned pumpkin)

### Reductions

- Reduce fat by 1/3 (e.g., if a recipe calls for 1 cup, use 2/3 cup).
- Make your own dressings and vinaigrettes and reduce the amounts of oil.
- Instead of regular sour cream, cheeses, mayonnaise or yogurt, use reduced fat versions.
- Moisten stuffing with chicken, beef, vegetable stock, or water instead of oil or butter.

### Food Preparation Methods

- Use puréed cooked vegetables (e.g., squash, sweet potatoes, carrots, and beets) instead of a roux to thicken soups, gravies, sauces and stews.
- Instead of frying, use lower-fat cooking methods such as broiling, baking, steaming or grilling.
- Simmer meats with some liquid in a covered casserole dish with no added fat.
- Use a non-stick frying pan and sauté using less fat.
- Use cornstarch and water as a thickening agent instead of a roux or slurry.

<b>Nutrition Facts</b>			
<b>Per 1 tube (60 g)</b>			
Amount	% Daily Value		
<b>Calories 60</b>			
<b>Fat</b> 1.5 g			2%
Saturated Fat 1.0 g			5%
+ Trans Fat 0 g			
<b>Cholesterol</b> 5 mg			
<b>Sodium</b> 30 mg			1%
<b>Carbohydrate</b> 9 g			3%
Fibre 0 g			0%
Sugars 8 g			
<b>Protein</b> 2 g			
Vitamin A 2%	Vitamin C	0%	
Calcium 6%	Iron	0%	



### Other Tips

- Make soups or stews ahead and refrigerate. Remove any fat that hardens on top.
- Choose lean meats, poultry and fish. Remove excess fat from these products prior to cooking.
- Serve vegetables steamed and enhance their flavour with vinegars, herbs and spices, and citrus fruit.
- Serve fresh vegetables and fruit whenever possible without adding any fats.
- Serve lean meat, fish or poultry with lower-fat accompaniments like cranberry relish, chilli sauce, chutney or a spicy mustard.
- Spoon salsa, lower-fat yogurt or lower-fat sour cream on side dishes (e.g., baked potatoes).



## Fibre

Fibre consists of naturally occurring plant materials that the body cannot digest. Getting enough dietary fibre is important for lasting health benefits:

- High fibre food gives a feeling of fullness, which can help control appetite.
- High fibre food may help prevent colorectal cancer.
- Insoluble fibre helps promote a healthy digestive system and regularity.
- Soluble fibre helps lower blood cholesterol levels and control blood glucose (sugar) levels.

The best sources of fibre include whole grains, vegetables, fruit, beans, peas, lentils, nuts and seeds.

<b>Nutrition Facts</b>			
<b>Per 1 tube (60 g)</b>			
Amount	% Daily Value		
<b>Calories</b> 60			
<b>Fat</b> 1.5 g	2%		
Saturated Fat 1.0 g	5%		
+ Trans Fat 0 g			
<b>Cholesterol</b> 5 mg			
<b>Sodium</b> 30 mg	1%		
<b>Carbohydrate</b> 9 g	3%		
Fibre 0 g	0%		
Sugars 8 g			
<b>Protein</b> 2 g			
Vitamin A 2%	Vitamin C	0%	
Calcium 6%	Iron	0%	

## How to Increase Fibre in Recipes

### Use Vegetables and Fruit

- Add berries, apples or pears to breakfast cereals.
- Add applesauce, prunes or black beans to baked goods.
- Use whole oranges or apples in your recipes, rather than just their juice.
- Add extra vegetables to sandwiches, soups, chilli, and sauces.
- Use shredded carrots and/or zucchini instead of bread crumbs as filler in meat loaf.
- Prepare fruit-based desserts or top desserts with fresh fruit.
- Leave the skins and peels on vegetables and fruit whenever possible.

### Add Fibre to Recipes

- Add cooked beans and legumes to salsas, soups, stews, and chilli (e.g., black beans, chickpeas, red kidney beans).
- Add beans and legumes to tacos, nachos or burritos.
- Add one to two tablespoons of bran, flaxseed or a high fibre cereal to your baked products.
- Add toasted nuts, sesame, sunflower or pumpkin seeds to salads.
- Substitute ground flaxseeds for up to a quarter of the flour called for in recipes for baked goods.
- Prepare a wide variety of dishes using beans and legumes, including hummus and bean dips.
- Add bran or wheat germ to recipes.
- Use food that has been minimally processed, as this is likely to be higher in fibre.
- Substitute whole wheat or whole grain varieties for white flours, pastas, bread crumbs, croutons and rice.

## Sodium

Sodium is a mineral required by the body to maintain normal fluid balance, control blood pressure and assist with muscle and nerve function. High intakes of sodium are linked to high blood pressure and chronic diseases such as stroke, heart disease and kidney disease.

Sodium is also used to reduce bacterial growth in food products (e.g., bread, cheese, some types of meat, pickles), preserve food and extend shelf life, and change food texture and flavour. The four main types of kitchen salt available to consumers include: table, sea, kosher and pickling.

<b>Nutrition Facts</b>			
<b>Per 1 tube (60 g)</b>			
Amount	% Daily Value		
<b>Calories 60</b>			
<b>Fat</b> 1.5 g	2%		
Saturated Fat 1.0 g	5%		
+ Trans Fat 0 g			
<b>Cholesterol</b> 5 mg			
<b>Sodium</b> 30 mg	1%		
<b>Carbohydrate</b> 9 g	3%		
Fibre 0 g	0%		
Sugars 8 g			
<b>Protein</b> 2 g			
Vitamin A 2%	Vitamin C	0%	
Calcium 6%	Iron	0%	

### How to Lower Sodium in Recipes

- Buy fresh, plain, frozen or canned vegetables with no salt added.
- Choose prepared food that is lower in sodium (e.g., canned soups, broths and salad dressings – these often contain high levels of sodium).
- Use fresh poultry, fish, and lean meat, rather than canned or processed types.
- Enhance the flavour of recipes using vinegars, herbs and spices and citrus fruit instead of salt.
- Prepare all food with little or no salt.
- Rinse canned food (e.g., tuna, beans, vegetables) with water to remove excess sodium.
- When available, buy low- or reduced-sodium or “no salt added” versions of food enhancers (e.g., low-sodium soy sauce, teriyaki sauce, or bouillon cubes).



## Calcium

Calcium is a mineral that helps build and maintain strong bones and teeth. Ninety-nine percent (99%) of the body's calcium is stored in the bones and teeth. Calcium is also crucial to maintain life. Almost every cell in the body, including those in the heart, nerves and muscles relies on calcium to function properly. Calcium is required for muscles to contract and the heart to beat.

### How to Increase Calcium in Recipes

- If substituting for milk, include soy products fortified with calcium.
- Adapt recipes to include almonds and almond butter.
- Incorporate seed and seed products such as sesame seeds and tahini (sesame seed butter).

<b>Nutrition Facts</b>			
<b>Per 1 tube (60 g)</b>			
Amount	% Daily Value		
<b>Calories</b> 60			
<b>Fat</b> 1.5 g	2%		
Saturated Fat 1.0 g	5%		
+ Trans Fat 0 g			
<b>Cholesterol</b> 5 mg			
<b>Sodium</b> 30 mg	1%		
<b>Carbohydrate</b> 9 g	3%		
Fibre 0 g	0%		
Sugars 8 g			
<b>Protein</b> 2 g			
Vitamin A 2%	Vitamin C	0%	
Calcium 6%	Iron	0%	



## Protein

Protein is an important source of calories and energy and is essential for building, maintaining and repairing muscles and red blood cells.

Protein is found in meats, fish, poultry, milk, eggs, cheese, yogurt, dried or canned peas, beans and lentils, nuts and seeds and their butters, and in soy products such as tofu and soy beverages. Grains, fruits and vegetables also add small amounts of protein to your diet.

### How to Increase Protein

When creating recipes, use food sources high in protein such as:

- Grain Products (e.g., enriched pastas and cereals, brown rice, quinoa, amaranth, spelt, rye, kamut, teff)
- Milk and Alternatives (e.g., low-fat cottage cheese, low-fat Parmesan cheese, low-fat cheddar cheese, low-fat yogurt, low-fat ricotta cheese)
- Meat (e.g., lean beef, poultry, fish)
- Nuts and Seeds (e.g., almonds, sesame seeds, flaxseeds, walnuts)
- Legumes (e.g., beans, peas, lentils)
- Meat Alternatives (e.g., egg whites, tofu, tempeh)

<b>Nutrition Facts</b>			
<b>Per 1 tube (60 g)</b>			
Amount	% Daily Value		
<b>Calories 60</b>			
<b>Fat</b> 1.5 g	2%		
Saturated Fat 1.0 g	5%		
+ Trans Fat 0 g			
<b>Cholesterol</b> 5 mg			
<b>Sodium</b> 30 mg	1%		
<b>Carbohydrate</b> 9 g	3%		
Fibre 0 g	0%		
Sugars 8 g			
<b>Protein</b> 2 g			
Vitamin A 2%	Vitamin C	0%	
Calcium 6%	Iron	0%	



## Making a Healthy Choice

The example below shows how making healthy choices can be integrated across different curricula. Teachers could use some of the suggested strategies as they make connections to overall and specific expectations for the grade(s) they are teaching.



## Ideas for Integrating Healthy Eating with Environmental Education

Learning about the environment is embedded in subjects across the curriculum and in multiple grades. Students learn how individual and collective behaviours affect the environment and how living an environmentally responsible life can contribute to healthy living. For example, as students learn about healthy eating, they may learn to make connections between the food they eat and how it is produced and transported.

Examples of activities that support healthy eating while reinforcing learning about the environment include:

- Encouraging the use of reusable water bottles, shopping bags, dishes and napkins
- Bringing waste-free lunches
- Capturing rainwater to water school gardens
- Composting food waste
- Creating low-impact menus that are easy to serve and portion-controlled to minimize food waste (e.g., finger food on reusable plates, soup in reusable mugs, single-sheet paper liners that can be composted)
- Growing vegetables, fruit and/or herbs in a school garden or greenhouse
- Minimizing water usage during preparation, cooking and cleaning
- Protecting recipes and other resources using a waterproof sheet protector
- Sequencing menus that use up any leftover food from the previous day (e.g., leftover vegetables may be added to soup)
- Sourcing locally grown, in-season produce – see *Appendix 13 – Ontario Fruits and Vegetables Availability Guide*
- Using chalkboards, whiteboards or email for menus
- Using reusable containers to store food and beverages.

WWW

For more environmental education related curriculum expectations and opportunities, consult *The Ontario Curriculum, Grades 9–12 Environmental Education Scope and Sequence of Expectations* at [www.edu.gov.on.ca/eng/curriculum/secondary/environment.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/environment.html)





## Ideas for Integrating Healthy Eating with Financial Literacy

As students learn about healthy eating, they can also develop knowledge and skills related to financial literacy in a number of curriculum areas. There are opportunities to link learning about healthy eating to discussions and learning about needs and wants, budgeting, saving, spending and consumer awareness.

Examples of topics and activities that support healthy eating while developing financial literacy knowledge and skills include:

- Menu planning (e.g., identifying meal costs)
- Grocery shopping (e.g., shopping on a budget)
- Online shopping (e.g., comparing prices and availability of products)
- Bookkeeping (e.g., keeping track of sales from tuck shop/canteen)
- Sales forecasting (e.g., determining trends based on previous sales)
- Inventory cycle and control (e.g., purchasing products based on previous sales)
- Advertising and target marketing (e.g., determining an audience and tailoring messages to that audience)
- Consumer awareness (e.g., understanding health claims presented on packaging)
- Event planning (e.g., identifying food needed based on number of people attending).

WWW

For more financial literacy education related curriculum expectations and opportunities, consult *The Ontario Curriculum, Grades 9–12 Financial Literacy Scope and Sequence of Expectations 2011* at [www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf](http://www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf)





## **Establishing a Business Model**

It may be necessary to examine your school's current business model for selling food and beverages to ensure that you can maintain a sustainable business. A new business model may be necessary to successfully meet the requirements of the School Food and Beverage Policy and the needs of students in the school. Considerations may include:

### **Change the Cafeteria Setup**

- Set up food stations (e.g., stir-fry station, salad station, pasta station) with fresh, made-to-order products.
- Offer themed lunches (e.g., Mexican, Indian, Garlic Lovers, Fall Favourites).
- Switch to a cashless system (e.g., allowing parents to pre-load money onto a card that students use to purchase products).

### **Reduce Costs**

- Create edible gardens or greenhouses to grow food that can be used in food preparation.
- Reduce or eliminate waste through tighter control on portions and through sales forecasting based on previous sales records (e.g., when ordering products, cross-reference with previous sales to determine more accurate ordering amounts when purchasing products in order to improve the inventory cycle and control).
- Require pre-ordering of lunches (e.g., pre-order the day/week before to eliminate waste from unsold food).

### **Increase Student Interest/Access**

- Promote the importance of healthy eating by making food fun and enjoyable (e.g., offering chopsticks with Asian-inspired salads, creating attractive food that is appealing to students).
- Offer incentive or loyalty programs to encourage repeat visitors (e.g., tenth meal free, weekly/monthly draws).
- Use a variety of advertising strategies (e.g., electronic menus, social media, announcements, one-day events) to create excitement and encourage new customers.

### **Expand the Reach**

- Designate a time for community groups (e.g., seniors' centres, local businesses) to come into the school to eat.
- Establish catering options to sell food prepared in the school to community groups (e.g., freshly baked breads, whole grain snacks, healthy entrées).

See *Appendix 14 – Establishing a Healthy Tuck Shop/Canteen*.



## **SOCIAL ENVIRONMENT**





## Social Environment

A supportive social environment can provide students with opportunities to be engaged in a wide range of activities related to healthy eating. These activities can impact positively on students' learning by engaging students, helping to extend their learning beyond the classroom and providing them with opportunities to:

- be actively involved in healthy eating activities in the school (e.g., establish healthy food fundraising activities, promote importance of healthy eating)
- participate in healthy eating decisions in the school (e.g., help to develop healthy eating guidelines for the school, provide input into what will be sold in different venues, programs and events)
- take on a leadership role and work with school staff, other students, parents and community partners to establish and maintain healthy schools initiatives (e.g., establish a food preparation club).

### Establishing a Student-Friendly Atmosphere

Involving students in the establishment and maintenance of student-friendly areas to eat in the school provides students with a sense of ownership and pride. Creating areas that are welcoming and age-appropriate may encourage students to use them more frequently.

Consider the following:

- Provide leadership opportunities for students to become involved in the design or creation of a positive social environment where they can eat (e.g., student-led councils, clubs, activities and events).
- Create and promote events that will encourage students to stay at school during lunch.
- Create an ambiance suitable for social interaction and student involvement in designated eating areas (e.g., providing background music, highlighting student achievement on screens, promoting local activities and events on television).

WWW

*SpeakUp* in a Box provides opportunities for students to discuss and share ideas related to healthy food and beverages in their school.

*SpeakUp in a Box* contains everything needed to host a student-led forum for 30 participants, including:

- facilitator tip sheets
- a step-by-step forum guide
- forum supplies

With these materials, students can collect and share their ideas on implementing healthy eating in their schools.

For more information, visit [www.ontario.ca/speakup](http://www.ontario.ca/speakup)



## Rewards and Incentives

It is important for students to establish a healthy relationship with food and beverages and for these messages to be reinforced throughout their lifetime. When students receive food and/or beverages as a reward or incentive for good behaviour, achievement or participation, they may develop a habit of eating when not hungry.

Examples of alternative rewards or incentives include:

- Public acknowledgement/recognition (e.g., praise in the classroom, P.A. announcement, school assembly, posting picture/work in the class or school)
- Certificates to recognize the achievements of students (e.g., classroom certificate signed by the teacher, school certificate signed by the principal).

## School Activities and Clubs

Some school activities and clubs for students focus specifically on food (e.g., healthy schools club, food preparation club, breakfast club) while others may use food for a variety of purposes (e.g., science club, school band, basketball team, student council, intramural activities).

Activities and clubs help extend student learning beyond the classroom to areas of personal interest. It is important to ensure the messages communicated through these activities and clubs are consistent with the messages in the curriculum and the requirements of the School Food and Beverage Policy.

Examples of student clubs directly related to healthy eating include:

**Healthy Schools Club** – uses the Foundations for a Healthy School framework or the Building a Healthy High School pages to help identify what the school is currently doing to promote school health and what more can be done. This club could make recommendations on activities to implement in the school in one or more of the components (e.g., Quality Instruction and Programs, Physical Environment, Social Environment and/or Community Partnerships).

WWW

There are Building a Healthy High School pages for each of the health-related topics in the Foundations for a Healthy School framework. These pages provide student generated ideas on how they can get involved and make their school healthier. To view the pages, visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)

**Tip**

Activities and clubs can influence students' attitudes and behaviour related to food choices. As a result, it is important for school staff and volunteers to:

- Establish a positive environment where all students feel welcome and are encouraged to participate (e.g., welcome cultural and/or religious diversity, ensure the focus is on healthy choices and not weight).
- Involve students in planning and organizing activities (e.g., have students provide input and feedback, make connections to activities done at home and in the community).
- Serve food and beverages that meet the nutrition standards for activities involving food (e.g., discuss the criteria of the nutrition standards, have students develop the menu, determine if the food and beverages meet the nutrition standards and the 80/20 rule).

**Healthy Eating Club** – focuses specifically on a healthy eating environment in the school. This club could focus on: making recommendations on the types of food that will be sold in the cafeteria and in the tuck shop, reinforcing the importance of a flexible/balanced approach to healthy eating, helping to organize and run special food days in school, designing posters and making P.A. announcements that promote healthy eating.

**Food Preparation Club** – focuses on food preparation skills and could promote healthy eating practices as well as reading and understanding Nutrition Facts tables, planning and preparing balanced meals, handling food safely, appreciating the origins of food and using locally grown food.

**Environmental Club** (stand-alone group or environmental club subcommittee) – focuses on school food gardening, coordinating with food services to source/procure local food for the school (e.g., cafeteria tuck shop/canteen, assemblies, meetings) or running awareness campaigns (e.g., reusable water bottles, drinking tap water, food choices and their environmental impacts).

**Breakfast, Lunch and Snack Programs (Subsidized)** – provide students with the opportunity to enjoy a healthy breakfast, lunch or snack at school at a reduced cost or no cost. These programs can also promote healthy eating messages and provide students with opportunities to gain awareness about food preparation.

- Student nutrition programs – provide students with meals and snacks. This can be a great vehicle for promoting healthy eating and is accessible to all students where the program is offered. Students learn about healthy food choices, enjoy healthy food in a social setting with peers and gain energy for learning.

**WWW**

For information on Ontario's Student Nutrition Program, visit the Ministry of Children and Youth Services website at [www.children.gov.on.ca/htdocs/English/topics/schoolsnacks/index.aspx](http://www.children.gov.on.ca/htdocs/English/topics/schoolsnacks/index.aspx)

## Communicating Healthy Eating Messages

It is important for schools to establish effective ways to communicate healthy eating information to the entire school community. It is also important to have images and information (e.g., signs, posters, articles, student work) that are consistent with the messages taught in the curriculum.

These methods may include:

- media (e.g., school website, electronic message board)
- displaying and distributing information in a central area in the school (e.g., bulletin board, newsletter, display case) that make appropriate resources available (e.g., *Canada's Food Guide*, tips for food safety, anaphylaxis policy, seasonal availability of Ontario-grown food, importance of healthy eating).

## Fundraising Activities

Fundraising activities should be conducted under the guidance of the school principal, in accordance with school board policies and with advice and input from students, staff, parents, and the school community. Fundraising should have a designated purpose and its proceeds should be dedicated to that purpose as intended.

The nutrition standards in the School Food and Beverage Policy apply to food and beverages sold as part of a fundraising activity (e.g., bake sale, school bazaar), unless the activity:

- takes place off school premises (e.g., community centre, door-to-door)
- occurs on one of the school's special-event days.

When organizing a fundraising activity involving food and/or beverages, it is important to:

- Comply with Ministry of Education guidelines and policies.
- Comply with your school board's and school's policies (e.g., fundraising, anaphylaxis).
- Discuss with the principal the current fundraising activities going on in the school and potential fundraising opportunities for your class or group.
- Determine if you are going to schedule your fundraising activity on a special-event day, and if so, ensure the principal supports the activity.
- Inform students and their families through newsletter inserts or the school website about the Bake It Up! resource if you are holding a bake sale.

WWW

To access a copy of the Ministry of Education's fundraising guidelines, visit [www.edu.gov.on.ca/eng/parents/fundraising.html](http://www.edu.gov.on.ca/eng/parents/fundraising.html)



There are many alternatives to using food and/or beverages for fundraising. Examples include:

### Things You Can Do

- events (e.g., festival/carnival, garage sale, talent show, trivia contest, movie night, games night)
- physical activity (e.g., bike-a-thon, bowl-a-thon, dance, golf tournament, skate night or skate-a-thon, walk-a-thon)
- services (e.g., gift wrapping, portraits).

### Things You Can Sell

- eco-friendly items (e.g., reusable coffee cups, grocery bags, mugs, water bottles, and biodegradable yard waste bags, green bin liners)
- school-based items (e.g., CDs and DVDs of school events, business card holders with school logo, license plate holders, school art drawings, school spirit wear)
- clothing and accessories (e.g., buttons, hats, jewellery, pins, scarves, sports equipment, sweatshirts, t-shirts)
- seasonal items (e.g., balloon bouquets, boxes and bags, gift baskets, holiday wreaths, gift wrap, greeting cards)
- sponsorship/subscriptions (e.g., coupon books, magazine subscriptions, school newspaper or yearbook advertisements)
- stationery (e.g., books, calendars)
- other items (e.g., bumper stickers, candles, crafts and ornaments, decals, flowers and bulbs, house decorations, plants, emergency kits for cars, pet treats).

### Tip

*Bake It Up!* includes over 20 recipes for healthier baked goods that meet the School Food and Beverage Policy's *Healthiest (Sell Most)* category. The recipes are clear, simple to use, use easy-to-find ingredients and have been parent and student tested. To access a copy, visit the Nutrition Resource Centre website at [www.nutritionrc.ca/resources/nrc-english.html](http://www.nutritionrc.ca/resources/nrc-english.html)





## PHYSICAL ENVIRONMENT





## Physical Environment

---

The physical environment enhances opportunities for students to develop healthy behaviours and improve conditions for learning.

A healthy physical environment includes:

- areas designated in the school environment where students can eat, interact with peers and participate in activities (e.g., sanitary environment, sufficient space for all students to use, adequate furnishings)
- equipment and materials for the safe preparation and serving of food
- appropriate equipment and space to store food and beverages
- areas for students to wash and sanitize their hands (e.g., soap and water, hand sanitizer)
- a variety of venues for students to purchase food and beverages (e.g., tuck shop/canteen, smoothie bar, Internet café)
- equipment and displays to enhance the social environment (e.g., televisions and/or audio system in the cafeteria, karaoke machine, ping pong table, student artwork).

To identify where food and beverages are present in the school, see *Appendix 15 – Physical Environment Tracking Sheet*.

### Allergy-Safe School Environments

Anaphylaxis is a serious allergic reaction that can be life threatening. Sabrina’s Law – An Act to Protect Anaphylactic Pupils helps to protect students with life-threatening allergies and to create a safe and healthy school environment. Sabrina’s Law requires every school board to establish and maintain an anaphylaxis policy and every school principal to develop individual plans for pupils with an anaphylactic allergy. It is essential that school board staff, including teachers who have direct contact with students at risk for anaphylaxis on a regular basis throughout the school day, are aware of the issues they face and are equipped to respond appropriately in the event of an emergency.

WWW

For additional information on how to maintain an allergy-safe school environment, visit the Ministry of Education’s Healthy Schools website at [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)



## Safe Food Handling

Schools and classrooms often use food and beverages as part of instruction, celebrations and activities. It is important to remember that food-borne illnesses are always a possibility when food is prepared, handled and stored, and students are easily affected by contaminated food.

When preparing food, it is important to:

- include food safety as part of the lesson
- wash hands and surfaces often with warm, soapy water
- use utensils and equipment appropriate to skill level
- teach and model proper food preparation and handling skills
- cook food to the safe internal temperature (e.g., use a digital food thermometer)
- always separate raw food, such as meat and eggs, from cooked food
- keep hot food hot (above 60°C) and cold food cold (below 4°C)
- refrigerate food and leftovers promptly at 4°C or below.

WWW

Teachers and school staff who have questions about food safety should contact their local Public Health Unit to discuss food safety requirements. To find your local public health unit, visit [www.publichealthontario.ca](http://www.publichealthontario.ca) and click on “Public Health Units”.

For additional information on safe food handling, visit the Ministry of Health and Long-Term Care’s website at [www.health.gov.on.ca/en/public/programs/publichealth/foodsafety/](http://www.health.gov.on.ca/en/public/programs/publichealth/foodsafety/)



## COMMUNITY PARTNERSHIPS







## Community Partnerships

---

Working with community partners helps students develop additional perspectives and provides varied experiences with healthy eating. Community partners can reinforce information taught through the curriculum and help build students' knowledge and skills to make positive decisions about healthy eating.

### Identifying Potential Community Partners

There are many local, provincial and national partners available to support the teaching of healthy eating in the classroom and school. Consider conducting a needs assessment to determine what resources the school already has and the areas where community partners can provide support.

Community partners you may consider include:

- Parents and community partners with expertise in healthy food and safe food preparation.
- Public Health Units, which can provide access to health professionals such as registered dietitians, health promoters, nurses, and public health inspectors. Public Health Units are mandated under the 2008 Ontario Public Health Standards to work with school boards and/or schools on topics related to healthy eating.
- Food service providers that operate the cafeteria or run lunch or snack programs for the school.
- Local businesses in the school neighbourhood, city/town, school board boundary, or region (e.g., grocery stores, restaurants, long-term care facilities, food banks or farmers' markets).
- Agri-food organizations, which can help to generate a better understanding of Ontario's agriculture sector, including the benefits of choosing Ontario food.
- Not-for-profit groups focused on healthy eating, nutrition and chronic disease prevention.
- Post-secondary institutions, such as universities and colleges offering nursing, dentistry, tourism and hospitality, culinary arts, food production/manufacturing, nutritional sciences.



## Working with Community Partners

There are many important factors to consider when selecting a community partner. Use the following questions to guide the selection of community partners and determine whether they would be a good fit for your class and/or school.

- What is the community partner offering to do (e.g., provide resources, present to a class/school, meet with staff)?
- Does the community partner have the capacity to meet the needs of the number of classes/students in the school?
- What resources are available (e.g., print, web-based, guest speakers)?
- Are the resources consistent with the curriculum expectations for your course(s)?
- Are the resources aligned with the messaging from *Canada's Food Guide*?
- Are the resources available on the dates and times you will need them?
- If the community partner charges a fee, does it fall within your budget?

Once you have selected a community partner, consider the following:

- Provide your community partner with information about the school to help with planning (e.g., contact person, existing programs in the school or community, community partners, cultural and religious diversity, infrastructure that can be used).
- Identify your specific needs (e.g., grades/courses to work with, number of students, time commitment).
- Maximize community partners' involvement (e.g., schedule visits across multiple classrooms or the entire school).
- Talk to the presenter/facilitator prior to their visit to ensure that the materials and messages are aligned with the school/board policies, the curriculum and *Canada's Food Guide*.



## APPENDICES





# Appendices

---

## Appendix I – Identifying Healthy School Activities

It is helpful to identify the activities that are currently taking place in your school before you determine which new initiatives to choose. Use this template to list the activities related to healthy eating currently underway in your school/course.



**Appendix 2 – School Food and Beverage Policy – Food and Beverage Nutrition Standards Chart**

	Fat (g)		Saturated Fat (g)		Milk Fat (%) or (g)		Sodium (mg)		Protein (g)		Fibre (g)		Calcium (%DV)				
	SM	SL	SM	SL	SM	SL	SM	SL	SM	SL	SM	SL	SM	SL	NPS		
<b>Vegetables and Fruit</b>																	
Fresh, Frozen, Canned, Dried Vegetables and Fruit <sup>a</sup>	≤3	≤5	≤2	≤2	>2		≤360	≤480	>480								
Canned Tomatoes and Tomato-Based Products	≤3	>3					≤480	>480									
Vegetable and Fruit Chips	≤3	≤5	≤2	≤2	>2		≤240	≤480	>480								
<b>Grain Products</b>																	
Bread <sup>b</sup>			≤2	≤2	>2		≤240	≤480	>480			≥2					
Pasta, Rice, and Other Grains	≤3	≤5	≤2	≤2	>2		≤240	≤480	>480								
Baked Goods	≤5	≤10	≤2	≤2	>2							≥2	≥2	<2			
Grain-Based Snacks	≤3	≤5	≤2	≤2	>2		≤240	≤480	>480								
Cereals <sup>b</sup>			≤2		>2							≥2		<2			
<b>Milk and Alternatives</b>																	
Yogurt/Kefir						≤3.25% or ≤3g									>3.25% or >3g		
Cheese						≤20%		≤360	≤480	>480					≥15 % DV	≥15 % DV	<15 % DV
Milk-Based Desserts		≤5			>5			≤360	>360						≥5 % DV	≥5 % DV	<5 % DV

Appendix 2 (continued) – School Food and Beverage Policy – Food and Beverage Nutrition Standards Chart

	Fat (g)		Saturated Fat (g)		Milk Fat (%) or (g)		Sodium (mg)		Protein (g)		Fibre (g)		Calcium (%DV)	
	SM	SL	SM	SL	SM	SL	SM	SL	SM	SL	SM	SL	SM	NPS
<b>Meat and Alternatives</b>														
Fresh and Frozen Meat	≤10	≤14	>14				≤480	≤480	>480					
Deli (Sandwich) Meat	≤5	≤5	>5				≤480	≤600	>600					
Fish	≤8	≤12	>12				≤480	≤480	>480					
Eggs	≤7		>7				≤480		>480					
Nuts, Protein Butters, and Seeds <sup>c</sup>							≤480		>480					
Meat Alternatives	≤8		>8				≤480	≥10	>480	<10				
<b>Mixed Dishes with a Nutrition Facts Table</b>														
Entrées	≤10	≤15	>15	≤5	≤7	>7	≤960	≤960	>960	≥10	≥7	<7	≥2	<2
Soups	≤3	≤5	>5	≤2	≤2	>2	≤720	≤720	>720				≥2	
Side Dishes	≤5	≤7	>7	≤2	≤2	>2	≤360	≤360	>360				≥2	

<sup>a</sup> Healthiest (Sell Most)/Healthy (Sell Less) – Vegetable or fruit is the first item on the ingredient list / Not Permitted for Sale – Sugar is the first item on the ingredient list  
<sup>b</sup> Healthiest (Sell Most) – Whole grain is the first item on the ingredient list / Not Permitted for Sale – Whole grain is not the first item on the ingredient list  
<sup>c</sup> Healthiest (Sell Most) – Not coated with candy, chocolate, sugar or yogurt / Not Permitted for Sale – Coated with candy, chocolate, sugar and/or yogurt

**Appendix 2 (continued) – School Food and Beverage Policy – Food and Beverage Nutrition Standards Chart**

	Fat (%M.F.* or g)		Sugar (g)		Calcium (%D.V.** and Fortified)		Caffeine (mg)		Calories		Other	
	SM	NPS	SM	NPS	SM	NPS	SM	NPS	SM	NPS	SM	NPS
Water											Plain	
Milk*** and Milk-Based Beverages (Plain or Flavoured)	≤2% M.F. or ≤5	>2% M.F. or >5	≤28	>28	≥25%	<25%						
Yogurt Drinks	≤3.25% or ≤3	>3.25% or >3										
Soy/Milk Alternative Beverages (Plain or Flavoured)					Fortified	Unfortified					Fortified with Vitamin D	Unfortified
Juices or Blends: Vegetable or Fruit			No sugar added	Sugar in ingredient list							100% juice, pulp or puree	<100% juice, pulp or puree
Hot Chocolate	≤2% M.F. or ≤5	>2% M.F. or >5	≤28	>28	≥25%	<25%						
Coffee and Tea Decaffeinated							Decaffeinated	Caffeinated				
Iced Tea							Decaffeinated	Caffeinated	≤40	>40		
Other Beverages (e.g., soft drinks, flavoured water, “juice-ades” such as lemonade or limeade)							Caffeine-free	With caffeine	≤40	>40		
Sport and Energy Drinks												

**Not Permitted For Sale**

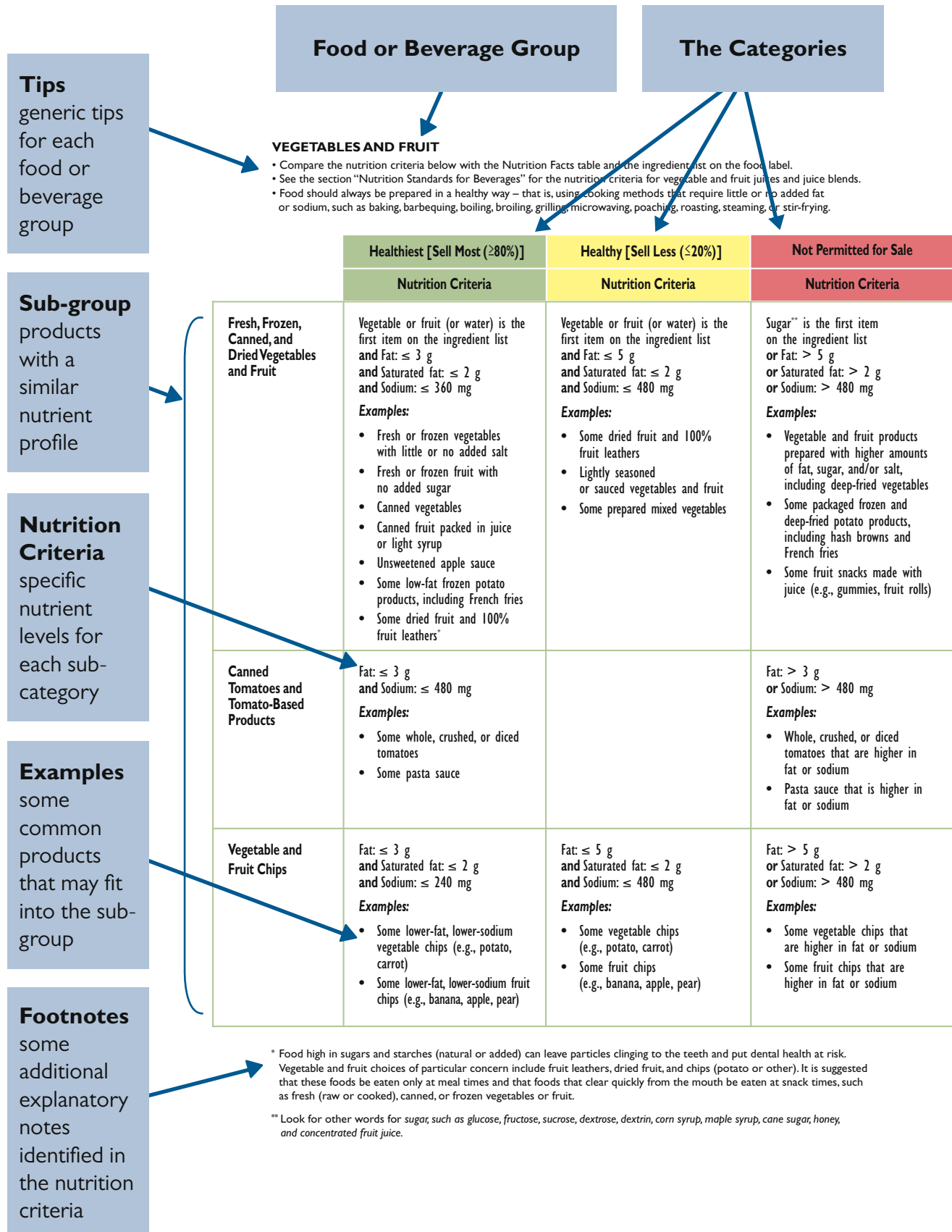
\*M.F. = Milk Fat. The amount can be found on the front of the food label.

\*\*DV = Daily Value.

\*\*\*Milk can be sold in containers that hold multiple servings.



# Appendix 3 – Understanding the Nutrition Standards



## Appendix 4 – Calculating Trans Fat

### Trans Fat Standards (O.Reg. 200/08)

Any food, beverage or ingredient offered for sale in a school or used as an ingredient in the preparation must meet the following prescribed amounts of trans fat:

- The trans fat content does not exceed 2% of the total fat content for vegetable oil or soft, spreadable margarine
- The trans fat content does not exceed 5% of the total fat content for any food, beverage or ingredient, other than vegetable oil or soft, spreadable margarine

### Calculating Trans Fat Amounts

Read the Nutrition Facts table and use the following formula to determine the % fat from trans fat.

$$\text{Formula: } \frac{\text{Trans Fat (g)}}{\text{Fat (g)}} \times 100 = \% \text{ of fat from trans fat}$$

For example,

**Product A:** Apple Fritter (Large Doughnut)

**Product B:** Banana Walnut Muffin

Nutrition Facts	
Per 1 (227 g)	
Amount	% Daily Value
<b>Calories</b> 790	
<b>Fat</b> 37 g	57%
Saturated Fat 8 g	40%
+ Trans Fat 11 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 830 mg	35%
<b>Carbohydrate</b> 109 g	36%
Fibre 11 g	
Sugars 34 g	
<b>Protein</b> 2 g	
Vitamin A 10%	Vitamin C 0%
Calcium 20%	Iron 50%

Nutrition Facts	
Per 1 (120 g)	
Amount	% Daily Value
<b>Calories</b> 460	
<b>Fat</b> 21 g	5%
Saturated Fat 4 g	3%
+ Trans Fat 1 g	
<b>Cholesterol</b> 70 mg	
<b>Sodium</b> 350 mg	24%
<b>Carbohydrate</b> 61 g	16%
Fibre 2 g	26%
Sugars 40 g	
<b>Protein</b> 6 g	
Vitamin A 2%	Vitamin C 10%
Calcium 6%	Iron 10%

#### Calculation:

$$\frac{\text{Trans Fat 11 g}}{\text{Fat 37 g}} = 0.30 \times 100 = 30\%$$

Therefore, 30% of the total fat content is trans fat. Product A **does not meet** the trans fat standard because it exceeds 5% of the total fat content that has been set for any food, beverage or ingredient.

#### Calculation:

$$\frac{\text{Trans Fat 1 g}}{\text{Fat 21 g}} = 0.048 \times 100 = 4.8\%$$

Therefore, 4.8% of the total fat content is trans fat. Product B **meets** the trans fat standard because it does not exceed 5% of the total fat content for any food, beverage or ingredient.

## Appendix 4 (continued) – Calculating Trans Fat

### Products\* that may contain trans fat

- **Spreads:** Hydrogenated (hard) margarine and shortening
- **Baked goods:** Doughnuts, muffins, cakes, pastries, cookies, tortillas, pies and tarts
- **Packaged snack food:** Chips, crackers, microwave popcorn, granola/cereal bars, wafers and pudding cups
- **Breaded and deep fried food:** Chicken nuggets and burgers, fish sticks, onion rings, hash browns, dumplings and French fries
- **Ready-to-eat and frozen food:** Quiches, burritos, pizza, pizza pockets, egg rolls, meat or vegetable pies or pastries, breakfast sandwiches, waffles, toaster pastries and frozen potato products
- **Convenience food:** Taco shells, pie crust, pancake and waffle mixes, muffin and cake mixes, icing, instant soups and noodle kits, gravy mixes, whipped toppings, ready to bake dough, puff pastry, hot chocolate mix and coffee whitener

\*Not all brands contain trans fat. Many companies are removing trans fat from products. It is important to **read the Nutrition Facts table** to determine if a product contains trans fat. Look for products with **Trans Fat 0 g**.

## Appendix 5 – A-Z Food and Beverage List

Food or Beverage	Nutrition Standards – Group	Nutrition Standards – Sub-Group
Almond butter	Meat and Alternatives	Nuts, Protein Butters, and Seeds
Bacon	Meat and Alternatives	Fresh and Frozen Meat
Bagels	Grain Products	Bread
Bannock	Grain Products	Bread
Beans, any variety	Meat and Alternatives	Meat Alternatives
Beef jerky	Meat and Alternatives	Fresh and Frozen Meat
Beef, any variety	Meat and Alternatives	Fresh and Frozen Meat
Biscuits, any variety	Grain Products	Bread
Bread, any variety	Grain Products	Bread
Bread crumbs	Grain Products	Bread
Brownies	Grain Products	Baked Goods
Bulgur	Grain Products	Pasta, Rice, and Other Grains
Butter	Miscellaneous Items	Minor Ingredient, Fats
Cake	Grain Products	Baked Goods
Candy	Miscellaneous Items	Confectionary – <i>Not Permitted for Sale</i>
Casseroles	Mixed Dishes with a Nutrition Facts Table	Entrées
Cereal bars, any variety	Grain Products	Baked Goods
Cereal, any variety	Grain Products	Cereals
Chapatti	Grain Products	Bread
Cheese, any variety	Milk and Alternatives	Cheese
Chicken, breaded	Meat and Alternatives	Fresh and Frozen Meat
Chicken, fresh or frozen	Meat and Alternatives	Fresh and Frozen Meat
Chilli	Mixed Dishes with a Nutrition Facts Table	Entrées
Chocolate bars	Miscellaneous Items	Confectionary – <i>Not Permitted for Sale</i>
Chocolate chips	Miscellaneous Items	Minor Ingredient, Other
Coffee	Beverages	Coffee / Tea
Cookies, any variety	Grain Products	Baked Goods
Corn chips	Grain Products	Grain-Based Snacks
Couscous	Grain Products	Pasta, Rice, and Other Grains
Crackers, any variety	Grain Products	Grain-Based Snacks
Cream cheese	Miscellaneous Items	Minor Ingredient, Condiments and Spreads

## Appendix 5 (continued) – A-Z Food and Beverage List

Food or Beverage	Nutrition Standards – Group	Nutrition Standards – Sub-Group
Croissants	Grain Products	Baked Goods
Custard	Milk and Alternatives	Milk-Based Desserts
Danishes	Grain Products	Baked Goods
Deli meat, any variety	Meat and Alternatives	Deli (Sandwich) Meat
Dip, any variety	Miscellaneous Items	Minor Ingredient, Dips
Doughnuts	Grain Products	Baked Goods
Eggs	Meat and Alternatives	Eggs
Energy bars	Miscellaneous Items	Confectionary – <i>Not Permitted for Sale</i>
Energy drinks	Beverages	Energy Drinks – <i>Not Permitted for Sale</i>
English muffin	Grain Products	Bread
Fish, breaded	Meat and Alternatives	Fish
Fish, fresh, frozen or canned	Meat and Alternatives	Fish
Freezies	Miscellaneous Items	Confectionary – <i>Not Permitted for Sale</i>
Fruit chips	Vegetables and Fruit	Vegetable and Fruit Chips
Fruit, canned	Vegetables and Fruit	Fresh, Frozen, Canned, and Dried Vegetables and Fruit
Fruit, dried	Vegetables and Fruit	Fresh, Frozen, Canned, and Dried Vegetables and Fruit
Fruit, fresh or frozen	Vegetables and Fruit	Fresh, Frozen, Canned, and Dried Vegetables and Fruit
Fruit snacks (e.g., leather, gummies)	Vegetables and Fruit	Fresh, Frozen, Canned, and Dried Vegetables and Fruit
Grain-based salad	Mixed Dishes with a Nutrition Facts Table	Side Dishes
Granola	Grain Products	Cereals
Granola bars, any variety	Grain Products	Baked Goods
Gravy	Miscellaneous Items	Minor Ingredient, Gravies and Sauces
Ground meat, any variety	Meat and Alternatives	Fresh and Frozen Meat
Hamburger	Meat and Alternatives	Fresh and Frozen Meat
Honey	Miscellaneous Items	Minor Ingredient , Condiments and Spreads
Hot chocolate	Beverages	Hot Chocolate
Hummus	Miscellaneous Items	Minor Ingredient, Dips

## Appendix 5 (continued) – A-Z Food and Beverage List

Food or Beverage	Nutrition Standards – Group	Nutrition Standards – Sub-Group
Ice cream	Milk and Alternatives	Milk-Based Desserts
Iced tea	Beverages	Iced Tea
Jam	Miscellaneous Items	Minor Ingredient, Condiments and Spreads
Jamaican patties	Mixed Dishes with a Nutritional Facts Table	Entrées
Jellies	Miscellaneous Items	Minor Ingredient, Condiments and Spreads
Juice, fruit	Beverages	Juices or Blends: Vegetable or Fruit
Juice, vegetable	Beverages	Juices or Blends: Vegetable or Fruit
Kefir	Milk and Alternatives	Yogurt /Kefir
Ketchup	Miscellaneous Items	Minor Ingredient, Condiments and Spreads
Lamb	Meat and Alternatives	Fresh and Frozen Meat
Lasagne	Mixed Dishes	Entrées
Legumes, any variety	Meat and Alternatives	Meat Alternatives
Lemonade	Beverages	Other Beverages
Lentils, any variety	Meat and Alternatives	Meat Alternatives
Limeade	Beverages	Other Beverages
Margarine	Miscellaneous Items	Minor Ingredient, Fats
Mayonnaise	Miscellaneous Items	Minor Ingredient, Oils and Dressings
Meatballs	Meat and Alternatives	Fresh and Frozen Meat
Milk, any variety	Beverages	Milk and Milk-Based Beverages
Milkshakes, any flavour	Beverages	Milk and Milk-Based Beverages
Muffins, any variety	Grain Products	Baked Goods
Mustard	Miscellaneous Items	Minor Ingredient, Condiments and Spreads
Naan	Grain Products	Bread
Noodles (e.g., egg, rice)	Grain Products	Pasta, Rice, and Other Grains
Nori	Vegetables and Fruit	Fresh, Frozen, Canned and Dried
Nuts	Meat and Alternatives	Nuts, Protein Butters, and Seeds
Oatmeal	Grain Products	Cereals

## Appendix 5 (continued) – A-Z Food and Beverage List

Food or Beverage	Nutrition Standards – Group	Nutrition Standards – Sub-Group
Oil, any variety	Miscellaneous Items	Minor Ingredient, Oils and Dressings
Olives	Miscellaneous Items	Minor Ingredient, Other
Pancakes	Grain Products	Baked Goods
Parmesan cheese	Miscellaneous Items	Minor Ingredient, Other
Pasta	Grain Products	Pasta, Rice, and Other Grains
Pasta salad	Mixed Dishes with a Nutrition Facts Table	Side Dishes
Pasta sauce, cream-based	Miscellaneous Items	Minor Ingredient, Gravies and Sauces
Pasta sauce, tomato-based	Vegetables and Fruit	Canned Tomato and Tomato-Based Products
Pastries	Grain Products	Baked Goods
Peanut butter	Meat and Alternatives	Nuts, Protein Butters, and Seeds
Peanuts	Meat and Alternatives	Nuts, Protein Butters, and Seeds
Pepperoni sticks	Meat and Alternatives	Fresh and Frozen Meat
Pickles	Vegetables and Fruit	Fresh, Frozen, Canned, and Dried Vegetables and Fruit
Pies/tarts	Grain Products	Baked Goods
Pita	Grain Products	Bread
Pita chips	Grain Products	Grain-Based Snacks
Pizza	Mixed Dishes with a Nutrition Facts Table	Entrées
Pizza dough or crust	Grain Products	Bread
Pizza sauce	Vegetables and Fruit	Canned Tomato and Tomato-Based Products
Pop, any flavour	Beverages	Other Beverages
Popcorn	Grain Products	Grain-Based Snacks
Popsicles, any flavour	Miscellaneous Items	Confectionary – <i>Not Permitted for Sale</i>
Pork, any variety	Meat and Alternatives	Fresh and Frozen Meat
Pot pie, any variety	Mixed Dishes with a Nutrition Facts Table	Entrées
Potato chips	Vegetables and Fruit	Vegetable and Fruit Chips
Potatoes	Vegetables and Fruit	Fresh, Frozen, Canned, and Dried Vegetables and Fruit
Pretzels	Grain Products	Grain-Based Snacks

## Appendix 5 (continued) – A-Z Food and Beverage List

Food or Beverage	Nutrition Standards – Group	Nutrition Standards – Sub-Group
Pudding, any variety	Milk and Alternatives	Milk-Based Desserts
Quiche	Mixed Dishes with a Nutrition Facts Table	Entrées
Quinoa	Grain Products	Pasta, Rice, and Other Grains
Raisins	Vegetables and Fruit	Fresh, Frozen, Canned, and Dried Vegetables and Fruit
Rice beverage, any flavour	Beverages	Soy/Milk Alternative Beverages
Rice cakes, any flavour	Grain Products	Grain-Based Snacks
Rice noodles	Grain Products	Pasta, Rice, and Other Grains
Rice, any variety	Grain Products	Pasta, Rice, and Other Grains
Roti	Grain Products	Bread
Salad dressing, cream-based	Miscellaneous Items	Minor Ingredient, Oils and Dressings
Salad dressing, oil-based	Miscellaneous Items	Minor Ingredient, Oils and Dressings
Salsa	Miscellaneous Items	Minor Ingredient, Gravies and Sauces
Sandwiches	Mixed Dishes with a Nutrition Facts Table	Entrées
Sauce, any variety	Miscellaneous Items	Minor Ingredient, Gravies and Sauces
Scones	Grain Products	Bread
Seed butter	Meat and Alternatives	Nuts, Protein Butters, and Seeds
Seeds	Meat and Alternatives	Nuts, Protein Butters, and Seeds
Soba noodles	Grain Products	Pasta, Rice, and Other Grains
Soup	Mixed Dishes with a Nutritional Facts Table	Soup
Soy beverage	Beverages	Soy/Milk Alternative Beverages
Soy butter	Meat and Alternatives	Nuts, Protein Butters, and Seeds
Sports drinks	Beverages	Sports Drinks – <i>Not Permitted for Sale</i>
Stew	Mixed Dishes with a Nutrition Facts Table	Entrées
Sundaes	Milk and Alternatives	Milk-Based Desserts
Taco shell	Grain Products	Bread
Tea	Beverages	Coffee/Tea



## Appendix 5 (continued) – A-Z Food and Beverage List

Food or Beverage	Nutrition Standards – Group	Nutrition Standards – Sub-Group
Tempeh	Meat and Alternatives	Meat Alternatives
Tortilla	Grain Products	Bread
Tofu	Meat and Alternatives	Meat Alternatives
Tomato sauce	Vegetables and Fruit	Canned tomato and tomato-based products
Tomatoes, canned	Vegetables and Fruit	Canned tomato and tomato-based products
Turkey, fresh	Meat and Alternatives	Fresh and Frozen meat
Turkey, jerky	Meat and Alternatives	Fresh and Frozen Meat
Vegetable chips	Vegetables and Fruit	Vegetable and Fruit Chips
Vegetable-based salad	Mixed Dishes with a Nutrition Facts Table	Sides
Vegetables, canned, any variety (not tomatoes)	Vegetables and Fruit	Fresh, Frozen and Canned Vegetables
Vegetables, fresh or frozen, any variety	Vegetables and Fruit	Fresh, Frozen and Canned Vegetables and Fruit
Vegetarian burgers, meatballs or ground round	Meat and Alternatives	Meat Alternatives
Vegetarian simulated meat strips	Meat and Alternatives	Meat Alternatives
Waffles	Grain Products	Baked Goods
Water, flavoured	Beverages	Other Beverages
Water, plain	Beverages	Water
Water, vitamin, any flavour	Beverages	Other Beverages
Wieners, beef, pork, chicken or turkey	Meat and Alternatives	Fresh and Frozen Meat
Wieners, vegetarian	Meat and Alternatives	Meat Alternatives
Yogurt	Milk and Alternatives	Yogurt/Kefir
Yogurt, drink, any flavour	Beverages	Yogurt Drinks
Yogurt, frozen	Milk and Alternatives	Milk-Based Desserts

## Appendix 6 – Reading a Nutrition Facts Table

To apply the nutrition standards, you will have to read the food label. In Canada, the food label is mandatory on pre-packaged food and beverages, with some exceptions (e.g., in-store bakery items).

A food label includes two mandatory components:

- **The Nutrition Facts table**
- **The ingredient list**

**Serving Size**  
Apply the nutrition standards to the serving size listed on the Nutrition Facts table.

**% Daily Value**  
Use the % Daily Value (DV) to determine if a product has a little or a lot of a nutrient. The % DV is also helpful in making comparisons between products.

**Core Nutrients**  
The 13 core nutrients are mandatory in the Nutrition Facts table and are always listed in the same order.

<b>Nutrition Facts</b>	
Serving Size (10g) / Portion (10g)	
Servings Per Container / Portions par contenant	
Amount	% Daily Value
Teneur	% valeur quotidienne
<b>Calories/Calories</b> 50	
<b>Fat/Lipides</b> 4 g	5%
Saturated / saturés 2 g	8%
+ Trans / trans 0 g	
<b>Cholesterol/Cholestérol</b> 5 mg	2%
<b>Sodium/Sodium</b> 5 mg	6%
<b>Carbohydrate/Glucides</b> 4 g	5%
Fibre / Fibres 0 g	8%
Sugars / Sucres 4 g	
<b>Protein/Protéines</b> 1 g	
Vitamin A / Vitamine A	0%
Vitamin C / Vitamine C	0%
Calcium / Calcium	2%
Iron / Fer	2%

**Trans Fat**  
The formula to determine if a food or beverage product meets the trans fat requirement is:

$$\frac{\text{Trans Fat (g)}}{\text{Fat (g)}} \times 100 = \begin{matrix} \% \text{ of fat} \\ \text{from} \\ \text{trans fat} \end{matrix}$$

**Ingredients:**  
whole grain wheat, vegetable oil, salt

**Ingredient List**  
In this example, whole grain wheat is the first ingredient. The first ingredient on the ingredient list is sometimes used to determine how a product fits into the nutrition standards.

Source: Interactive Nutrition Label – Get the Facts, [www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/interactive-eng.php](http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/interactive-eng.php) 2006. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2010.

## Appendix 7 – Categorizing Food and Beverages

### Example 1: Categorizing Multigrain Chips – Cheddar

To determine which category a specific food or beverage fits, follow these three steps:

**STEP 1 – Compare the total fat and trans fat amounts (in grams) on your product’s Nutrition Facts table with the Trans Fat Standards.**

If your product does not meet the Trans Fat Standards, it is *Not Permitted for Sale* – do not proceed to Step 2.

$$\frac{\text{Trans Fat (g)}}{\text{Fat (g)}} = \frac{0}{3.5} \times 100 = 0\%$$

**STEP 2 – Identify the group and sub-group in the nutrition standards that your product fits into.**

This Multigrain Chip is in the Grain Products group, and the Grain-Based Snack sub-group.

Nutrition Facts			
Per 27 chips (28 g)			
Amount	% Daily Value		
<b>Calories</b> 110			
<b>Fat</b> 3.5 g	5%		
Saturated Fat 0.5 g	2%		
+ Trans Fat 0 g			
<b>Cholesterol</b> 0 mg			
<b>Sodium</b> 400 mg	17%		
<b>Carbohydrate</b> 18 g	3%		
Fibre 2 g	8%		
Sugars 2 g			
<b>Protein</b> 2 g			
Vitamin A 2%	Vitamin C 0%		
Calcium 4%	Iron 4%		

**STEP 3 – Compare the relevant information on your product’s food label (i.e., the Nutrition Facts table and ingredient list) with the nutrition criteria in the nutrition standards.** Your product will fit into one of the following categories: *Healthiest (Sell Most)*, *Healthy (Sell Less)*, or *Not Permitted for Sale*.

According to the information on the food label, these Multi-Grain Chips – Cheddar contain:

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
Fat = 3.5 g	≤ 3 g	≤ 5 g	> 5 g
Saturated Fat = 0.5 g	≤ 2 g	≤ 2 g	> 2 g
Sodium = 400 mg	≤ 240 mg	≤ 480 mg	> 480 mg

**These Multi-Grain Chips are a *Healthy (Sell Less)* food choice.**

In order to be classified as a *Healthiest (Sell Most)* product, all nutrients must meet the *Healthiest (Sell Most)* criteria.

## Appendix 7 (continued) – Categorizing Food and Beverages

### Example 2: Categorizing Macaroni and Cheese

To determine which category a specific food or beverage fits, follow these three steps:

**STEP 1 – Compare the total fat and trans fat amounts (in grams) on your product’s Nutrition Facts table with the Trans Fat Standards.**

If your product does not meet the Trans Fat Standards, it is *Not Permitted for Sale* – do not proceed to Step 2.

$$\frac{\text{Trans Fat (g)}}{\text{Fat (g)}} = \frac{0}{10.0} \times 100 = 0\%$$

**STEP 2 – Identify the group and sub-group in the nutrition standards that your product fits into.**

Macaroni and cheese is found in the Mixed Dish With a Nutrition Facts Table group, and the Entrées sub-group.

Nutrition Facts	
Per 1 cup prepared	
Amount	% Daily Value
<b>Calories</b> 395	
<b>Fat</b> 10.0 g	26%
Saturated Fat 5 g + Trans Fat 0 g	46%
<b>Cholesterol</b> 45 mg	
<b>Sodium</b> 485 mg	20%
<b>Carbohydrate</b> 40 g	13%
Fibre 2 g	4%
Sugars 7 g	
<b>Protein</b> 20 g	
Vitamin A 16%	Vitamin C 2%
Calcium 45%	Iron 9%

**STEP 3 – Compare the relevant information on your product’s food label (i.e., the Nutrition Facts table and ingredient list) with the nutrition criteria in the nutrition standards.** Your product will fit into one of the following categories: *Healthiest (Sell Most)*, *Healthy (Sell Less)*, or *Not Permitted for Sale*.

According to the information on the food label, the Macaroni and Cheese contains:

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
Fat = 10 g	≤ 10 g	≤ 15 g	> 15 g
Saturated Fat = 5 g	≤ 5 g	≤ 7 g	> 7 g
Sodium = 485 mg	≤ 960 mg	≤ 960 mg	> 960 mg
Fibre = 2g	≥ 2 g	≥ 2 g	< 2 g
Protein = 20g	≥ 10 g	≥ 7 g	< 7 g

**The Macaroni and Cheese is a *Healthiest (Sell Most)* food choice, as all nutrients meet the *Healthiest (Sell Most)* criteria.**

## Appendix 8 – Calculating the 80/20 Rule

### Example 1: Cafeteria

A school is assessing its cafeteria to determine whether it complies with the School Food and Beverage Policy. The food choices and beverage choices must be assessed separately and each must meet the 80/20 rule. The following is a breakdown of the food and beverages that are offered for sale in the cafeteria:

Station/Area	Healthiest (Sell Most) Food Choices	Healthy (Sell Less) Food Choices
Made-to-Order Sandwich Station	6	2
Hot Entrées	5	0
Side Dishes	4	1
Soup	4	0
Pre-made Salads	9	2
Snacks and Desserts	7	3
Total	35	8

**Made-to-order sandwich station:**

- Whole grain sub buns *Healthiest (Sell Most)*
- White sub buns *Healthy (Sell Less)*
- Tomatoes *Healthiest (Sell Most)*
- Lettuce *Healthiest (Sell Most)*
- Cucumber *Healthiest (Sell Most)*
- Partly-skimmed mozzarella cheese *Healthiest (Sell Most)*
- Deli turkey *Healthiest (Sell Most)*
- Deli roast beef *Healthy (Sell Less)*
- Sauces (e.g., mustard, mayonnaise) (Minor Ingredients)

Station/Area	Healthiest (Sell Most) Beverage Choices	Healthy (Sell Less) Beverage Choices
Beverages	6	3

Food Choices	Beverage Choices
Total number of food choices = 43	Total number of beverage choices = 9
<i>Healthiest (Sell Most)</i> food choices = 35 (81%)	<i>Healthiest (Sell Most)</i> beverage choices = 6 (67%)
<i>Healthy (Sell Less)</i> food choices = 8 (19%)	<i>Healthy (Sell Less)</i> beverage choices = 3 (33%)

The food choices in this school cafeteria comply with the School Food and Beverage Policy and the beverage choices do not comply because:

- > 80% (81%) of the food choices are *Healthiest (Sell Most)*
- < 80% (67%) of the beverage choices are *Healthiest (Sell Most)*

There are a variety of ways this school cafeteria could comply with the policy. For example:

- Offer an additional six *Healthiest (Sell Most)* beverage choices (12/15 = 80%)
- Remove two *Healthy (Sell Less)* beverage choices (6/7 = 86%)

## Appendix 8 (continued) – Calculating the 80/20 Rule

### Example 2: Catered Lunch Program

The catered lunch program provides a menu from which to select each meal. Students can choose one entrée, one vegetable, one dessert and one beverage and can order any combination of choices from the menu. An order is made based on the students' selections and is delivered to the school. The menu has been assessed based on the requirements in the nutrition standards.

**Entrées:**

- Chicken and rice *Healthiest (Sell Most)*
- Veggie burger *Healthiest (Sell Most)*
- Spaghetti and meat sauce *Healthiest (Sell Most)*
- Ham sandwich *Healthy (Sell Less)*

**Vegetables:**

- Carrots *Healthiest (Sell Most)*
- Green beans *Healthiest (Sell Most)*
- Peas *Healthiest (Sell Most)*

**Desserts:**

- Low-fat cookie *Healthy (Sell Less)*
- Yogurt tube *Healthiest (Sell Most)*
- Banana *Healthiest (Sell Most)*
- Apple *Healthiest (Sell Most)*

**Beverages:**

- 2% Milk *Healthiest (Sell Most)*
- 1% Chocolate milk *Healthiest (Sell Most)*
- Bottled water *Healthiest (Sell Most)*
- 100% Orange juice *Healthiest (Sell Most)*

Food Choices	Beverage Choices
Total number of food choices = 11 Healthiest (Sell Most) food choices = 9 (81%) Healthy (Sell Less) food choices = 2 (19%)	Total number of beverage choices = 4 Healthiest (Sell Most) beverage choices = 4 (100%) Healthy (Sell Less) beverage choices = 0 (0%)

The food and beverage choices in this menu comply with the School Food and Beverage Policy because:

- > 80% (81%) of the food choices are *Healthiest (Sell Most)*
- > 80% (100%) of the beverage choices are *Healthiest (Sell Most)*

## Appendix 9 – Venues, Programs and Events Assessment Tool

Fill out one of these forms for each program, venue and event where food and/or beverages are offered for sale.

### Part A – Information

Date of Analysis: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Are you assessing a (check one):  Program  Venue  Event

Name of the Program/Venue/Event: \_\_\_\_\_

### Part B – Food Inventory and Category

Product Name	Group	Sub-Group	Category Rating		
			Healthiest (Sell Most)	Healthy (Sell Less)	Not Permitted for Sale
<b>Total</b>					

## Appendix 9 (continued) – Venues, Programs and Events Assessment Tool

### Part C – Beverage Inventory and Category

Product Name	Group	Sub-Group	Category Rating		
			Healthiest (Sell Most)	Healthy (Sell Less)	Not Permitted for Sale
<b>Total</b>					

### Part D – Assessment

Food Choices	Beverage Choices
Total number of choices = _____	Total number of choices = _____
Healthiest (Sell Most) choices = ___ = ___ %	Healthiest (Sell Most) choices = ___ = ___ %
Not Permitted for Sale choices = _____	Not Permitted for Sale choices = _____

Does the program, venue or event comply with the School Food and Beverage Policy?

Yes       No

### Part E – Next Steps

If No, outline below your next steps to ensure compliance with the School Food and Beverage Policy.



## Appendix 10 – Miscellaneous Items List

### Condiments and Spreads: ≤ 15 ml (1 tbsp). Examples include:

Aioli	Harissa	Mayonnaise	Sriracha chilli
Apple butter	Honey	Mint sauce	Sweet chilli
BBQ sauce	Horseradish	Mustards, all	Tahini
Chimichurri	Hot sauce	Piri piri sauce	Tapenades
Chutneys	Jams and jellies	Plum sauce	Wasabi
Cream cheese	Ketchup	Relish	Tzatziki sauce

### Gravies and Sauces: ≤ 60 ml (4 tbsp). Examples include:

Albufera	Chasseur	Hungarian sauce	Poivrade
Alfredo	Cheddar cheese	Lyonnaise	Poulette
Allemande	Choron	Maltaise	Robert
Béchamel	Cream sauce	Mornay	Salsa
Bercy	Espagnole	Mustard	Soubise
Béarnaise	Foyot	Normandy	Suprême
Bordelaise	Hollandaise	Piquante	Velouté

\*Tomato and tomato-based sauces nutrition standards are found under the Vegetables and Fruit Group.

### Dips: ≤ 30 ml (2 tbsp). Examples include:

Guacamole	Hummus	White bean	Yogurt/fruit	Spinach/artichoke
-----------	--------	------------	--------------	-------------------

### Fats: ≤ 5 ml (1 tsp). Examples include:

Butter	Margarine	Non-hydrogenated shortening
--------	-----------	-----------------------------

### Oils and Dressings: ≤ 15 ml (1 tbsp). Examples include:

Oils, all	Oil and vinegar dressings	Mayonnaise-based dressings
-----------	---------------------------	----------------------------

### Other: ≤ 15 ml (1 tbsp). Examples include:

Baking chocolate, all	Curry paste	Miso/bean paste	Sour cream
Bouillon cube, low-sodium	Extracts, all	Molasses	Soy sauce
Cocoa powder	Fish sauce	Olives, all	Tartar sauce
Coconut	Herbs and spices	Oyster sauce	Teriyaki sauce
Chocolate chips	Hoisin sauce	Parmesan cheese	Vinegars, all
Corn syrup	Maple syrup	Pesto	Worcestershire sauce

Although the standards allow an accompanying sauce, it is recommended that the gravy and sauce, or its individual ingredients are included when assessing whether the prepared food meets the nutrition standards. Many gravies and sauces contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium.

## Appendix II – Nutrition Standards for Beverages – Elementary Schools

	Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Water</b>	Plain		
<b>Milk and Milk-Based Beverages</b> (Plain or Flavoured)	Fat: ≤ 2% M.F.* <b>or</b> ≤ 5 g <b>and</b> Sugar: ≤ 28 g <b>and</b> Calcium: ≥ 25% DV** <b>and</b> Container size: ≤ 250ml		Fat: > 2% M.F. <b>or</b> > 5 g <b>or</b> Sugar: > 28 g <b>or</b> Calcium: < 25% DV <b>or</b> Container size: > 250 ml
<b>Yogurt Drinks</b>	Fat: ≤ 3.25% M.F. <b>or</b> ≤ 3 g <b>and</b> Container size: ≤ 250ml		Fat: > 3.25% M.F. <b>or</b> > 3 g <b>or</b> Container size: > 250 ml
<b>Soy/Milk Alternative Beverages</b> (Plain or Flavoured)	Fortified with calcium and vitamin D		Unfortified <b>or</b> Container size: > 250 ml
<b>Juices or Blends: Vegetable or Fruit</b>	100% juice, pulp, or purée <b>and</b> Unsweetened/No sugar added <b>and</b> Container size: ≤ 250ml		< 100% juice, pulp, or purée <b>or</b> Sugar in the ingredient list <b>or</b> Container size: > 250 ml
<b>Hot Chocolate</b>	Fat: ≤ 2% M.F. <b>or</b> ≤ 5 g <b>and</b> Sugar: ≤ 28 g <b>and</b> Calcium: ≥ 25% DV <b>and</b> Container size: ≤ 250ml		Fat: > 2% M.F. <b>or</b> > 5 g <b>or</b> Sugar: > 28 g <b>or</b> Calcium: < 25% DV <b>or</b> Container size: > 250 ml
<b>Coffee and Tea</b>			All Coffee and Tea
<b>Iced Tea</b>			All Iced Tea
<b>Energy Drinks</b>			All Energy Drinks
<b>Sports Drinks</b>			All Sports Drinks
<b>Other Beverages</b> (e.g., soft drinks; flavoured water; “juice-ades,” such as lemonade, limeade)			All Other Beverages

\*M.F. = Milk Fat. The amount can be found on the front of the food label.

\*\*DV = Daily Value.

## Appendix I2 – Categorizing Food and Beverages Without a Nutrition Facts Table

### Example I: Categorizing a Pizza (per serving size)

Pizza (10 servings)			
1 kg	Whole grain pizza dough	220 ml	Green peppers
500 ml	Part-skimmed mozzarella	250 ml	Pizza sauce (low-sodium)
250 ml	Mushrooms		

Assess Using the Nutrition Criteria (per serving)			Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
Major Ingredients*					
Food	Nutrition Standards – Group	Nutrition Standards – Sub-group			
Whole grain pizza dough/crust	Grain Products	Bread	✓		
Part-skimmed mozzarella cheese	Milk and Alternatives	Cheese	✓		
Mushrooms	Vegetables and Fruit	Fresh, Frozen, and Canned Vegetables and Fruit	✓		
Green peppers	Vegetables and Fruit	Fresh, Frozen, and Canned Vegetables and Fruit	✓		
Pizza sauce	Vegetables and Fruit	Canned Tomatoes and Tomato-Based Products	✓		

\*All major ingredients need to be assessed using the nutrition information found on the Nutrition Facts table and ingredient list. This example is for illustrative purposes only.

**This pizza is a *Healthiest (Sell Most)* food choice because all major ingredients were categorized as *Healthiest (Sell Most)*.**

## Appendix 12 (continued) – Categorizing Food and Beverages Without a Nutrition Facts Table

### Example 2: Categorizing a Smoothie (per serving size)

Orangesicle (4 servings)					
1 L	Yogurt, 3.25% M.F.	2	Bananas, whole		
500 ml	Ice	250 ml	Milk, 1% M.F.		
750 ml	Orange juice, unsweetened	10 ml	Vanilla extract		

Assess Using the Nutrition Criteria (per serving)			Healthiest [Sell Most (≥ 80%)]	Healthy [Sell Less (≤ 20%)]	Not Permitted for Sale
Major Ingredients*					
Food	Nutrition Standards – Group	Nutrition Standards – Sub-group			
Yogurt 3.25%	Milk and Alternatives	Yogurt/Kefir	✓		
Ice	Beverages	Water	✓		
Orange juice, unsweetened	Beverages	Juices or Blends Vegetable or Fruit	✓		
Bananas	Vegetables and Fruit	Fresh, Frozen, and Canned Vegetables and Fruit	✓		
Milk 1%	Beverages	Milk and Milk-Based Beverages	✓		
Vanilla extract (2.5 ml)	Miscellaneous	Other	✓		

\*All major ingredients need to be assessed using the nutrition information found on the Nutrition Facts table and ingredient list. This example is for illustrative purposes only.

**This smoothie is a *Healthiest (Sell Most)* beverage choice because all major ingredients were categorized as *Healthiest (Sell Most)*.**

## Appendix 13 – Ontario Fruits and Vegetables Availability Guide

Vegetables	J	F	M	A	M	J	J	A	S	O	N	D
Artichoke								A	S	O		
Asian Vegetables						J	J	A	S	O	N	
Asparagus					M	J						
Beans (Green/Wax)						J	J	A	S	O		
Beets	J	F	M	A			J	A	S	O	N	D
Bok Choy						J	J	A	S	O	N	
Broccoli						J	J	A	S	O		
Brussels Sprouts									S	O	N	
Cabbage	J	F	M	A		J	J	A	S	O	N	D
Carrots	J	F	M	A	M		J	A	S	O	N	D
Cauliflower						J	J	A	S	O	N	
Celery							J	A	S	O		
Corn							J	A	S	O		
Cucumbers (Field)						J	J	A	S	O		
Cucumbers (Greenhouse)	J	F	M	A	M	J	J	A	S	O	N	D
Eggplant								A	S	O		
Garlic	J	F					J	A	S	O	N	D
Leeks	J	F						A	S	O	N	D
Lettuce (Assorted)						J	J	A	S	O		
Lettuce (Greenhouse)	J	F	M	A	M	J	J	A	S	O	N	D
Mushrooms	J	F	M	A	M	J	J	A	S	O	N	D
Onions (Cooking)	J	F	M	A	M	J	J	A	S	O	N	D
Onions (Green)						J	J	A	S	O	N	
Onions (Red)	J	F	M						S	O	N	D
Parsnips	J	F	M	A				A	S	O	N	D
Peas (Green)						J	J					

## Appendix I3 (continued) – Ontario Fruits and Vegetables Availability Guide

Vegetables	J	F	M	A	M	J	J	A	S	O	N	D
Peas (Snow)						J	J	A	S			
Peppers (Field)							J	A	S	O		
Peppers (Greenhouse)			M	A	M	J	J	A	S	O	N	
Potatoes	J	F	M				J	A	S	O	N	D
Radicchio						J	J	A				
Radishes					M	J	J	A	S	O	N	
Rapini							J	A	S	O		
Rutabaga	J	F	M	A	M	J	J	A	S	O	N	D
Spinach					M	J	J	A	S	O		
Sprouts	J	F	M	A	M	J	J	A	S	O	N	D
Squash	J	F	M					A	S	O	N	D
Sweet Potatoes	J	F	M	A	M	J	J	A	S	O	N	D
Tomatoes (Field)							J	A	S	O		
Tomatoes (Greenhouse)			M	A	M	J	J	A	S	O	N	
Zucchini							J	A	S	O		

To find a local farm or farmers' market near you, visit [www.ontariofarmfresh.com](http://www.ontariofarmfresh.com) or [www.farmersmarketsontario.com](http://www.farmersmarketsontario.com). These websites are wonderful tools to locate on-farm markets and farmers' markets across Ontario.

## Appendix I3 (continued) – Ontario Fruits and Vegetables Availability Guide

Fruits	J	F	M	A	M	J	J	A	S	O	N	D
Apples	J	F	M	A	M	J		A	S	O	N	D
Apricots							J	A				
Blueberries							J	A	S			
Cherries						J	J					
Crabapples									S	O	N	
Cranberries										O		
Currants (Red/Black)							J	A				
Gooseberries							J	A				
Grapes								A	S			
Muskmelon								A	S			
Nectarines								A	S			
Peaches							J	A	S			
Pears								A	S	O	N	D
Plums							J	A	S	O		
Raspberries							J	A	S			
Rhubarb	J	F	M	A	M	J						
Strawberries						J	J					
Strawberries (Day Neutral)					M	J	J	A	S	O		
Watermelon							J	A	S			

Note: Availability dates may change by several weeks with respect to rare varieties and/or weather conditions.

## Appendix I4 – Establishing a Healthy Tuck Shop/Canteen

Establishing a healthy tuck shop/canteen is a great opportunity to promote healthy food and beverage choices that meet the requirements of the School Food and Beverage Policy. A healthy tuck shop/canteen can provide:

- a venue that sells food and beverages that are consistent with the philosophy of healthy eating in the school
- healthy food and beverage choices throughout the school day
- opportunities for students to be engaged in the development and running of the tuck shop/canteen
- opportunities to connect the development, organization and running of the tuck shop/canteen with a variety of subject areas
- space where students can interact and socialize with their peers.

### Stage I – Developing a Plan

There are many items to take into consideration during the planning stage. Before seeking approval to proceed with your plan it is important to do some investigation. When developing a plan consider the following:

- Identify the school staff who will lead the project and staff who will volunteer to assist. There may be opportunities to connect with classroom instruction in a variety of subject areas.
- Identify existing contracts and policies (e.g., food service provider, anaphylaxis, food safety) with which you will have to comply.
- Identify space in the school that could be used and the renovations/adaptations necessary (e.g., adequate lighting, space, and utilities to meet food safety and preparation requirements).
- Identify equipment needed immediately (e.g., fridges, freezers, smoothie machine, microwaves) and the equipment that may be needed in the long term.
- Establish a budget that includes initial start-up costs (e.g., purchasing inventory, renovating the space, monthly expenses and projected revenue) and ongoing expenses.
- Seek feedback from school staff and students on the feasibility of having a tuck shop/canteen in the school, the proposed space and the components that would make it successful.
- Where possible, identify other schools in the board/community that are offering similar venues that you can use for market research.



## **Appendix I4 (continued) – Establishing a Healthy Tuck Shop/Canteen**

### **Stage 2 – Getting Started**

Once you have received the principal's approval to proceed with your tuck shop/canteen, consider the following as you are getting started:

- Seek input from teachers, students, support staff, student/school council and the community on the design, concept (e.g., Smoothie Bar, Internet Café) and food and beverages that will be sold.
- Develop a design and renovate the existing space.
- Purchase the necessary equipment needed to get started (e.g., tables, chairs, lights, recycling and garbage bins).
- Identify other supplies that will be needed depending on the food and beverages sold (e.g., napkins, plastic cutlery, straws) and factor those into your prices.
- Develop a process to check and record which categories from the School Food and Beverage Policy the products being sold fit into.
- Identify opportunities for students to be involved in the design, development and operation of the tuck shop/canteen.
- Determine the days and times the tuck shop/canteen will be open and how many students/staff will be needed.
- Identify the school staff who will oversee the operation of the tuck shop/canteen, the classes that will participate in running the tuck shop, and students who may be interested in working there.
- Provide ongoing training (e.g., food safety, selling food, customer service) for all students/staff that will be working in the tuck shop/canteen.
- Identify possible community partners that may be interested in contributing to the design, development and set up of the tuck shop/canteen.

## **Appendix I4 (continued) – Establishing a Healthy Tuck Shop/Canteen**

### **Stage 3 – Opening and Maintaining the Tuck Shop/Canteen**

Once you have completed the design and setup of the tuck shop/canteen there are many processes that can help it run efficiently. Consider the following:

- Determine the frequency (e.g., monthly, weekly) and quantity of food and beverage products needed and the corresponding delivery and payment schedules.
- Establish an inventory tracking system to help determine quantities of items sold and ordering levels (e.g., maintain sales records and inventory tracking sheets).
- Develop a process to check, monitor and record what category the products fit into and determine if the food and beverage products being sold in the tuck shop/canteen meet the 80/20 rule.
- Set up an account (e.g., with the school or the bank) where money can be deposited and accessed on a regular basis and establish a process to track and monitor the cash flow (e.g., float, making change, students running the cash register, shift changes, staff in charge of the money, where the money goes at the end of the day).
- Market and promote the healthy tuck shop/canteen to the school and school community (e.g., via morning announcements, school website, posters, flyers in the community, newspaper articles, and ongoing surveys of students/staff).
- Determine how product placement can impact sales (e.g., placement of healthiest products in areas that receive the most exposure and student traffic flow).
- Encourage all classes to use the tuck shop/canteen to support learning in the classroom (e.g., making healthy choices, reading Nutrition Facts tables, purchasing, marketing and advertising).
- Identify who will make decisions, handle complaints, and deal with issues that arise (e.g., equipment failures, repairs).
- Establish routines to ensure all eating areas are clean (e.g., daily and weekly cleaning schedules).
- Create a long-term work schedule to ensure students and staff are aware of when they are working and their responsibilities.

## Appendix 15 – Physical Environment Tracking Sheet

Use this template to identify the areas in the school where food and beverages are used.

<b>Area</b>	<b>Student Eating Area</b>	<b>Food and Beverages Used for Curriculum Instruction</b>	<b>Food and Beverages Offered and/or Sold</b>	<b>Food Preparation Area</b>
Classroom (e.g., Family Studies, homeroom)				
Cafeterias/ lunchrooms				
Emergency food cupboard				
Tuck shop				
Staff room				
Vending machines				
Hallways				
Kitchen				
Gymnasium				
Outdoors				
School garden				
Other				

## Frequently Asked Questions

### **1. May I carry over any unused special-event days into the next school year?**

No. The school principal may designate up to ten 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 outlined in the School Food and Beverage Policy. The school principal must consult with the school council prior to designating a day as a special-event day. School principals are encouraged to consult with their students in making these decisions.

Notwithstanding this exemption, on special-event days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the policy.

### **2. Do the nutrition standards apply to food or beverages offered in schools at no cost?**

No. The nutrition standards in the School Food and Beverage Policy only apply to food or beverages that are sold on school premises for school purposes.

The policy does not apply to food or beverages offered for free.

### **3. Do the nutrition standards apply to food or beverages prepared as part of school courses, for instance, a school that offers a Hospitality and Tourism program in which students are preparing food or beverages and a voluntary donation is requested to assist with material costs?**

The nutrition standards do not apply to food or beverages that are prepared in courses for educational purposes unless the food or beverages are offered for sale on school premises for school purposes. However, schools are encouraged to prepare healthy food and beverages as part of these courses.

### **4. Do the nutrition standards apply to food and beverages that are prepared as part of a school club that charge a fee to cover the costs of materials?**

The nutrition standards do not apply to food or beverages that are prepared in clubs for educational purposes unless the food or beverages that are being prepared as part of the program are offered for sale on school premises for school purposes. However, school clubs are encouraged to prepare healthy food and beverages.

### **5. Do the nutrition standards apply to food or beverages brought in students' lunches?**

No. The nutrition standards in the School Food and Beverage Policy only apply to food or beverages that are sold on school premises for school purposes.

## **6. Do the nutrition standards apply to food or beverages sold during school bake sales?**

The nutrition standards in the School Food and Beverage Policy apply to food and beverages sold on school premises for school purposes, including bake sales.

The nutrition standards do not apply to food and beverages sold off school premises, such as bake sales that occur in a community centre.

However, if a school decides to hold a bake sale on school premises, the school principal, in consultation with the school council, may designate the day the bake sale is held as a special-event day. During such days, the nutrition standards set out in the policy do not apply. The principal is also encouraged to consult with students in making these decisions.

Schools can continue to hold bake sales on school premises at any time, so long as the food and beverages being offered for sale comply with the nutrition standards.

## **7. Do the nutrition standards apply to food or beverages that are donated to schools?**

If the donated food or beverages are being offered in schools at no cost then the nutrition standards do not apply.

Schools are encouraged to share the nutrition standards with any groups or individuals who donate food or beverages to be offered in schools at no cost, in an effort to promote healthier food and beverages.

## **8. What if a school board or school has already implemented its own set of nutrition standards?**

All existing school board or school policies or guidelines related to nutrition standards for food and beverages sold on school premises for school purposes must meet the minimum requirements set out in the School Food and Beverage Policy.

School boards and schools may decide to apply the nutrition standards more broadly or develop more stringent nutrition criteria than are outlined in the policy.

## **9. Do the nutrition standards put limits on portion sizes?**

Beverages offered for sale in elementary schools must be in a container size that does not exceed 250 ml. As well, items identified as minor ingredients in the nutrition standards of the School Food and Beverage Policy are to be used in limited amounts. The nutrition standards do not put limits on portion sizes of any other product provided the product meets the nutrition standards.

## **10. May I sell caffeinated beverages to students that are 18 years old or older?**

No. Caffeinated beverages are not permitted for sale on school property for school purposes, regardless of the age of students purchasing the products.

### **11. May I sell energy or sport drinks?**

No, both energy and sports drinks are not permitted for sale regardless of their nutritional content. This aligns with *Canada's Food Guide's* directional statement to limit food and beverages high in calories, fat, sugar or salt (sodium) such as fruit-flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### **12. May I sell vitamin water?**

Vitamin water cannot be sold in elementary schools and must meet the “Other Beverages” nutrition criteria to be sold in secondary schools.

### **13. Is bottled water allowed to be sold in schools?**

Yes; however, a school board may have its own policy restrictions on bottled water sales in schools.

### **14. What are whole grains and whole grain food?**

Whole grains and whole grain food contain all three edible layers of the grain, seed or kernel. The three layers include: the bran, the endosperm and the germ – all of which contain valuable nutrients.

### **15. Do I need to maintain food and beverage stocks in order to comply with the 80/20 rule?**

In order to comply with the 80/20 rule, at least 80% of all food choices and all beverage choices in each venue, through each program and at each event where food and/or beverage are offered for sale, must fit the *Healthiest (Sell Most)* category.

The 80/20 rule is based on products available for sale, not products sold. A school can replenish *Healthy (Sell Less)* food and beverage products if they sell more quickly so long as at least 80% of food and beverage products that are being offered for sale are *Healthiest (Sell Most)* products.

### **16. How are smoothies assessed using the School Food and Beverage Policy nutrition standards?**

Smoothies made with more than one major ingredient would be assessed using the same process as other Mixed Dishes. Each major ingredient (e.g., fruit, milk, juice) would be assessed using the nutrition criteria for the appropriate group in the nutrition standards.

### **17. In schools teaching Grades 7 through 12, do the elementary or secondary nutrition standards for beverages apply?**

School boards determine how to apply the policy in such situations.











Developed by:

Curriculum  
Services  
Canada

Service des  
programmes  
d'études Canada



Ontario

Funded by the Government of Ontario



Printed on recycled paper