



Nutrition Innovation Awards for Alberta Schools Application Form 2011-12

Please note the following:

- Use the application form and format provided below.
- Your application should be a maximum of **seven pages** not including supporting materials.
- Bullet points and/or brief sentences are encouraged.
- The emphasis of this award is on nutrition. Though we recognize active living as an important part of a healthy lifestyle, points will be awarded based on nutrition initiatives.
- This award is only available to schools that have not won in the last three years.
- All components of the application must be filled out completely to be eligible to win.
- Refer to the online tools such as *Tips for a Strong Award Application* and *An Example of a Winning Application* for assistance in creating a high quality application.

School Name: Healthy School

1. DESCRIPTION OF SCHOOL ENVIRONMENT BEFORE IMPLEMENTING CHANGE

Describe the school's nutritional environment **prior** to implementing change. Check the items that apply to your school and provide a brief description for each.

<input type="checkbox"/> Vending options (i.e. <i>chips in vending machines</i>) Ex.	<input checked="" type="checkbox"/> Classroom parties Ex. There was no healthy standard expected for classroom parties. There was junk food in excess at parties, sometimes to the point where students would feel ill from eating too much.
<input type="checkbox"/> Canteens, tuck shops Ex.	<input checked="" type="checkbox"/> Fundraising done with food items Ex. We sold chocolates for fundraising and had cake walks at fun days.
<input type="checkbox"/> Cafeteria food choices Ex.	<input checked="" type="checkbox"/> Breakfast, lunch or snack programs Ex. We had hot lunches once a month. They consisted of fast food take out and hot dog days. Food was sold for a profit.
<input checked="" type="checkbox"/> Special event days Ex. Family dances had pizza, a candy canteen and pop. Volleyball tournaments had hot dogs, candy, chips and pop.	<input checked="" type="checkbox"/> Daily Food Choices Ex. We did not offer our students a morning snack.
<input checked="" type="checkbox"/> Track and field days Ex. Prior to making healthy changes, we offered freezies, popsicles, hot dogs and donuts for field days.	<input checked="" type="checkbox"/> Emergency Food Shelf Ex. We had frozen pizzas in the freezer for students who needed an emergency lunch.
<input checked="" type="checkbox"/> Birthdays Ex. Most students would bring in cakes and cupcakes or candy for their classmates on their birthday.	<input checked="" type="checkbox"/> Rewards (i.e. <i>candy given as classroom reward</i>) Ex. Teachers used to give out candy for rewards.
<input type="checkbox"/> Other Ex.	

2. DESCRIPTION OF THE PROJECT (This section is worth 60% of the total score.)

Each question is worth 5 points.

2.1 Describe all of the great changes that you have made to improve nutrition at your school.

1. Wellness Wednesdays: Each Wednesday we hold "Wellness Wednesday" where a new vegetable or fruit is introduced to the school community. Each class gets to taste, discuss and learn about a vegetable or fruit.
2. Classroom rewards: Teachers do not give out candy as rewards, but instead give out non-food items such as stickers, pencils and small toys.
3. Morning Snack: Each morning every student in our school gets a small snack (2 Food Groups - for example - cheese string and $\frac{1}{2}$ orange).
4. Health Tips: As part of the morning announcements, grade 6 students share a health tip of the day. Some of our previous health tips include:
 - Fruit is one of nature's fast foods. Grab some fruit, like a banana or pear, for a quick on the go snack. Encourage family members and friends to eat it too!
 - What is Couscous? Couscous is a type of pasta that resembles rice and is part of the Grain Products food group. It is really easy and quick to cook, plus very nutritious.

2.2 Highlight how your program has increased the consumption of Vegetables and Fruit and Milk and Alternatives, the two most under-consumed food groups.

Vegetables and Fruit:

- "Wellness Wednesday" has increased our student's knowledge of a wide variety of vegetables and fruit. We have noticed an increase in vegetables and fruit in our student's lunches since the implementation of this program. We've also noticed much less waste and uneaten vegetables and fruit. Students who were not eager to try new things are more enthusiastic now.
- We have apples available every day for our students, staff and parents to enjoy instead of a bowl of candy. The basket is emptied daily.

Milk and Alternatives:

- Our school has "Club Moo" where our Grade 4 students provide milk at cost to other students at each lunch period.
- We celebrate World Milk Day and Milk and Cookies day. Students are invited to wear black and white (the colours of the Holstein cow) and we take pictures of Milk Moustaches.

2.3 Who was involved in your project and what role did they play in making the initiative a success?
Check the items that apply to your school and provide a brief description for each.

<input checked="" type="checkbox"/> Students Ex. Leadership team promotes Wellness Wednesdays by creating posters and organizing taste testing. Students also help create morning announcements. Students also members of the Health Committee.	<input checked="" type="checkbox"/> Parents Ex. Our parent council now only offers healthy hot lunch items. Parents are members of the Health Committee.
<input checked="" type="checkbox"/> Teachers Ex. Incorporate the vegetable or fruit from Wellness Wednesday into daily lessons and are members of the Health Committee. Teachers also send home newsletters or information about healthy eating topics.	<input checked="" type="checkbox"/> School Administration Ex. Our principal supports our wellness Wednesdays, morning snack and is a member of the Health Committee.
<input type="checkbox"/> Businesses (i.e. <i>grocery stores</i>) Ex.	<input checked="" type="checkbox"/> Community Organizations (i.e. <i>service clubs, community leagues</i>) Ex. We have a partnership with a local business that helps to financially support our morning snack & Wellness Wednesday.
<input type="checkbox"/> Other Ex.	

2.4 How have students specifically been involved in the nutritional changes?

Surveys:

- After each hot lunch, our students are given a survey which asks their opinions about the food served and asks them if they have any changes they would make to the lunch.

Morning Snack and Wellness Wednesday:

- Students are also responsible for distributing morning snack and helping with Wellness Wednesdays.

Health Tips:

- Grade 6 students are responsible for delivering the "Health Tips" on the morning announcements.

2.5 How does your school staff model healthy nutritional habits in your school? (i.e. *foods in the staffroom, food consumed in the classroom*)

Staff Meetings:

- There is healthy food served at staff meetings and staff are encouraged to bring healthy treats for the staff room table, for example, fruit and yogurt dip.

Healthy Lunch Club:

- We have a "Staff Salad Club" where staff bring in various salad ingredients which are made into a large salad that is shared.

Classroom Rewards:

- Teachers do not give out candy as rewards, but instead give out non-food items such as stickers, pencils and small toys.

2.6 Describe how your project has enhanced nutrition education in your school. (i.e. *programs used in the classroom, classroom activities, school wide education initiatives, etc*)

Education Kits:

- Staff have access to nutrition education kits such as the "Sugar Shocker," "Portion-wise" and "Power4Bones." Some classes even create education material (posters, announcements) for the rest of the school based on information they learn in those lessons.

Professional Development:

- Staff members are provided with professional development at monthly staff meetings on a variety of current topics including nutrition. This information is used in the classroom as well as other school initiatives (posters, events etc).

2.7 Describe any roadblocks you encountered during the implementation of your nutrition changes and how you overcame them.

One of the biggest roadblocks we encountered was parent and staff 'buy in'. Initially, there was resistance to changing common practices (classroom rewards, birthday parties, sports days) from unhealthy food to healthy food. Gradually, teachers and parents saw that the students actually preferred the healthy choices. We learned that it takes time to make changes and it's important to stick with the plan and persevere!

2.8 Describe any guidelines or policies your school uses to decide which foods are allowed for sale in the school, for fundraisers and at special events. (ie. *Canada's Food Guide, Alberta Nutrition Guidelines for Children and Youth, School District Nutrition Policy, etc*)

District Policy: Our school district has a nutrition policy that we use as the basis of our local school food programs including fundraising and special events.

Canada's Food Guide: We make every effort to follow the *Canada's Food Guide* for all food served in our school.

3. RESULTS (This section is worth 20% of the total score.)

Each question is worth 5 points.

3.1 How have you evaluated the success of the program since its implementation? Describe the results of your evaluation.

When we began our program we did an assessment of our school using the JCSH Healthy School Planner Tool. This gave us feedback on how our school was doing and areas that needed some work. We used the feedback to make our plans for what we wanted to change. Each year we do the Tool again to monitor our progress. We also do an informal survey with the students about the food served in our school and our healthy eating initiatives. (See attached as part of our supporting materials.)

3.2 How has your students' nutrition knowledge changed since implementing the nutrition initiatives at your school. Check the items that apply and provide a brief description for each.

<input checked="" type="checkbox"/> Increased interest in healthy food Ex. Students are eager to see what is going to be the new Wellness Wednesday vegetable or fruit. Almost all students are more than willing to try something new.	<input checked="" type="checkbox"/> Able to identify healthy foods Ex. Students are able to easily identify which foods belong in each food group from <i>Canada's Food Guide</i> . This classification of foods has become common language in our school.
<input checked="" type="checkbox"/> Able to share with others what they have learned about nutrition. (i.e. <i>family, peers</i>) Ex. Students help to create morning announcements about healthy food choices and interesting facts. They also create displays for parent night and special events.	<input type="checkbox"/> Other Ex.

3.3 How have your students' behaviours changed since implementing the nutrition initiatives at your

school. Check the items that apply and provide a brief description for each.

<input type="checkbox"/> Improved overall behavior Ex.	<input checked="" type="checkbox"/> Improved attendance Ex. Not only is general daily attendance improved, but our special events (school dances, fun fairs) also seem to have better attendance, and the healthy food options are always a hit!
<input checked="" type="checkbox"/> Improved attention span Ex. Teachers have reported that students are more alert and ready to learn after the implementation of our early morning snack program.	<input type="checkbox"/> Improved academic performance Ex.
<input type="checkbox"/> Choosing healthier food Ex.	<input checked="" type="checkbox"/> Using student mentorship/leadership to promote healthy food choices Ex. Our grade 6 Leadership Team is one of the most popular committees in the school. Students as young as grade 4 talk about being on our Leadership Team and getting to do all the fun "food stuff."
<input type="checkbox"/> Other Ex.	

3.4 How have the nutritional changes impacted your staff and school community?

One of the biggest changes we've seen is the positive attitude around healthy food choices in our school. Food choices were never a big deal at our school, but now everyone is talking about healthy food choices, we have posters displaying them and there is more enthusiasm about being healthy in general. We have also seen a change in the food coming from home. Parents see what is happening at school, students are bringing information home and parents are now sending much healthier lunches to school. It's amazing what a few small changes can do!

4. FUTURE PLANS (This section is worth 15% of the total score.)

Each question is worth 5 points.

- 4.1 Explain how you will sustain the changes you have made in the future.

School Policy: Our Health Committee is developing a school nutrition policy based on our district policy. It will describe all the initiatives that we have happening in our school and future goals we want to work towards. With so many changes in staff each year, we wanted to make sure our new healthy food philosophy was written down and not lost.

Healthy Fundraising: Our Health Committee and Parent Council have decided that all fundraising will be either healthy food options (no chocolates!) or non-food options and that money raised will be used to help off-set the cost of our early morning snack program and Wellness Wednesdays.

- 4.2 Provide information on future plans to continue or expand your initiative.

With a school policy and fundraising support we are certain our initiative will continue. We have seen a real change in our student and staff attitudes; it is now the 'norm' to have healthy food options. We would like to expand our initiative by opening a healthy school store to help generate more money. We would also like to share our successes with other schools in our district to help them implement their own healthy food program.

5. SUPPORTING MATERIALS (This section is worth 5% of the total score.)

(Up to a maximum of 5 attachments of 1 page each, which is over and above the 7 page application maximum)

Note: All original versions of supporting materials will be returned once the application review process is complete.

Please send along any additional materials that you feel support your program and would enhance your application. Items might include but are not limited to menus, guidelines, policies, newsletters, surveys or evaluations done, pictures, media attention, special event descriptions, student work, specific learning outcomes and quotes from students, staff, parents, community members, etc.

Background Information

Name and address of school: _____

Name of your School Division: _____

Grade Levels at your school:

- Elementary School (Kindergarten to Grade 6)
 Junior High School (Grades 7-9)
 High School (Grades 10-12)
 Other (please specify): _____

Number of students attending the school: _____

Contact Person (name, email, phone number) _____

Please check the box that correctly reflects your project:

- New initiative Building on existing nutrition changes
When did you start making changes? _____

I give permission for the school's name, contact information, photos (if provided) and initiatives to be featured on the Alberta Milk websites and on any print material.

I acknowledge that all the information in this application is correct and the events stated here did occur.

Please include two signatures, one of which must be a school administrator.

Print Name: _____

Signed: _____
Applicant's signature

Date: _____

Print Name: _____

Signed: _____
School Administrator's signature

Date: _____

A short survey will be administered to you at the end of the 2011-12 school year as part of the application process. By submitting your survey, you enter your school in a draw to win additional prizes.