

Nourishing Minds:
Eat Well – Learn Well – Live Well

August 2026

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Versioning History

This chart provides a summary of major revisions made to Nourishing Minds: Eat Well – Learn Well - Live Well. The posted document reflects the most recent version.

Date of Revisions	**Revisions**
Nourishing Minds: Eat Well – Learn Well – Live Well (2026)	Updates to reflect current Comprehensive School Community Health framework, provincial school nutrition guidance and evidence. Added principles to support safe, respectful, inclusive and culturally affirming food environments. Supportive content moved or added as appendices.
Nourishing Minds: Eat Well – Learn Well – Live Well (2019)	Updates to reflect current provincial school nutrition guidance and evidence. Added support documents, Saskatchewan voices and perspectives. Title shortened.
Nourishing Minds: Eat Well Learn Well Live Well Towards Comprehensive School Community Health: Nutrition Policy Development in Saskatchewan Schools (2009)	Inaugural document.

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Acknowledgements

The Ministry of Education gratefully acknowledges the contributions from various organizations to this document. The Ministry of Education appreciates collaborating with the Ministry of Health to ensure nutrition is foundational to student success.

This document was made possible through dialogue and input from representatives of Métis and First Nations organizations, Elders, provincial Prekindergarten – 12 education stakeholders, community organizations, post-secondary institutions and public health professionals.

Saskatchewan Voices

Growing up, my father would take me out on the trap line and teach me how to live off the land. I would help gather food for our family for the coming winter months. He would teach me how to pick berries, pull herbs, catch fish, snare rabbits and hunt moose. It was hard work in the spring and summer to prepare for the winter. We smoked, dried and canned our food. Layers of muskeg helped preserve food for the winter months. I learned so much on my trips with him about the various foods given to us by Mother Earth. I also learned about the role food plays for my physical, mental, emotional and spiritual health.

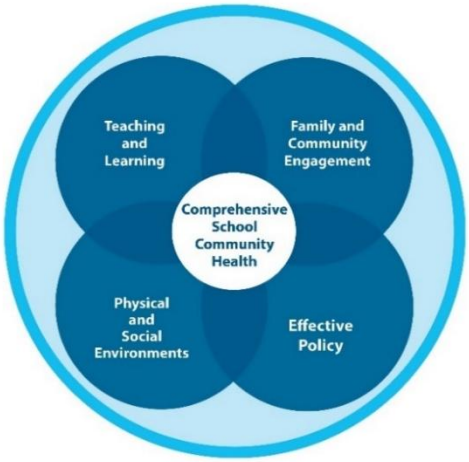
The foods available to children and youth today contain high fats, sugars and artificial flavours. These foods do not feed their physical growth, nor do they help students think or feel good after eating. Processed foods do not help the children and youth connect back to the land. Children and youth can see how natural and man-made disasters affect their food sources.

(Saskatchewan Elder)

Introduction

Evidence shows that nutrition enhances academic performance, healthy growth and development and contributes to lifelong physical and mental health and well-being (World Health Organization, 2020). The Government of Saskatchewan shares responsibility with schools, families and communities to promote and support the healthy growth and development of Saskatchewan children and youth to help them reach their full potential.

In Saskatchewan, the ministries of Education and Health recommend a *Comprehensive School Community Health (CSCH)* approach to guide and coordinate actions and encourage strong family, school and community partnerships to improve student success. The whole school approach is internationally recognised for improving student learning and well-being.



The Ministry of Education encourages boards of education, in collaboration with students, parents/guardians, school staff, School Community Councils, community organizations and public health professionals to develop, renew and implement food and nutrition policies and administrative procedures that align with the guidelines provided in this document (see Appendix A *Ministry of Education Policy Statement*) and related supports.

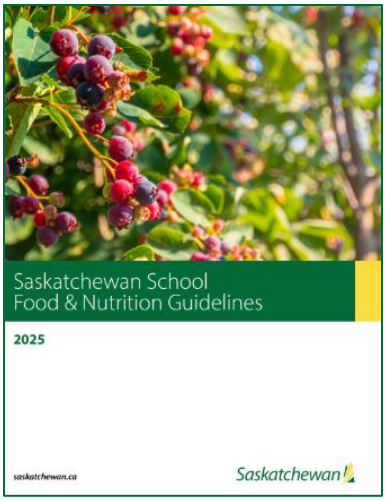
The purpose of this document is to provide evidence-informed guidance, which supports a whole school approach to:

- Assist boards of education, school divisions and schools in the development, renewal and implementation of food and nutrition policies, administrative procedures and programs.
- Strengthen school-based practices which enhance supportive school food environments, food literacy and curriculum learning outcomes related to food and nutrition.
- Engage students, families and community partners related to food and nutrition policies, administrative procedures and programs.

Early years child care centres located in schools are required to follow provincial regulations and policies outlined in the *Child Care Licensee Manual* which include guidelines on menu planning. School division nutrition policies and administrative procedures can further align with these regulations and policies as appropriate.

School Food Environments

The Relationship Between Student Success and Nutrition



Evidence shows that children who eat enough nutritious foods have:

- higher attendance at school;
- more mental alertness and a better ability to learn;
- greater academic performance and student success; and,
- improved mood and mental well-being (Government of Canada, 2024; Adolfus, Lawton, & Dye, 2013).

Learning environments support students in meeting their nutritional needs and developing lifelong eating patterns associated with positive outcomes by:

- Providing social environments which foster the development of positive relationships with food and eating.
- Providing physical environments which offer the opportunity to choose nutritious food options.
- Creating opportunities to develop food literacy by building students' confidence, knowledge and practices to navigate, engage and participate in a complex food system (Government of Canada, 2024 & Cullen et al., 2015).

Healthy Eating Guidance for Schools

Canada's food guide provides evidence-based guidance supportive of growth and development throughout childhood, adolescence and into adulthood, to reduce risks of developing chronic diseases (Government of Canada, 2022a). Canada's food guide provides guidance on:

- The variety of nutritious foods, which when eaten regularly, are associated with positive health outcomes. It supports flexibility in food choices to respect personal preferences, cultures and food traditions (Government of Canada, 2022b).
- Creating supportive environments by recognizing that healthy eating is more than the foods eaten, but it is also about where, when, why and how foods are eaten.

Canada's food guide is a suite of resources which translates evidence-informed guidance to actionable advice, tools and resources. It is also the foundation of the *Saskatchewan School Food & Nutrition Guidelines.*

Healthy Eating Guidance Through Students' Lived Experiences

Individual food choices are shaped by multiple factors such as culture, food skills, access, income and medical conditions. Students' past experiences with food and eating, whether they are positive or negative, influence their food behaviours. Recognizing students' unique experiences with food and eating are critical when applying healthy eating guidance in school settings.



Food is an important part of culture and is often an expression of identity, values and beliefs. Food can evoke feelings of comfort and security and for students, seeing their heritage in food shared with peers can be a powerful experience (Province of British Columbia, 2023).

Many students' experiences with food and eating are not within their control. Limited access and exposure to nutritious foods may be due to family food practices, parent/caregiver food skills and/or differing levels of food security. Complex food environments and high volumes of nutrition misinformation add to the challenges of choosing nutritious foods.

Negative experiences with eating may include pressures to eat certain foods and food restrictions. Some children may also have trauma related to food or other traumas that impact their intake.

Societal stigma, judgement and food and weight bias which are often attached to food and eating negatively impacts an individual's relationship with food and eating (Government of Canada, 2024b; Vartanian & Porter, 2016).



Similarly, as adults, our own histories and experiences create unique attitudes and beliefs towards food and eating when creating supportive school food environments. Thus, it is important to take a trauma informed approach to avoid unintended harms.

Creating Supportive Food Environments: Guiding Principles

The below principles support safe, respectful, inclusive and culturally affirming food environments.

- **Students feel good about food and eating when they have a food-neutral, safe setting to explore foods without pressure, judgement, stigma, bias or comments.**
- **Positive food experiences are built when students are encouraged to enjoy food and feel good about eating in a relaxed manner.**
- **Limiting, pressuring and/or encouraging to eat certain foods, in certain amounts, interferes with self-regulation of food and enjoying a variety of foods.**
- **Relating food choices and eating to body weight and physical appearance may be associated with disordered eating and has negative impacts on mental health.**
- **Foods offered or sold at school provide students with access to nutritious foods to meet their daily nutrient needs. This includes foods sold or offered during celebrations, school events and classroom activities.**
- **Foods offered or sold includes those reflective of the cultures and traditions of the diversity of students in the school, supports efforts of inclusion.**
- **Equitable participation by all students is considered when food is part of classroom or school activities. Family income, culture, religion and medical conditions may unintentionally exclude students.**

School administration and staff are encouraged to use *Canada's food guide toolkit for educators - evaluate your bias* to asses personal attitudes and beliefs for any biases on food and eating practices.

A Whole School Approach

The CSCH supports a long-term vision of well-being by incorporating school community perspectives, priorities and assets. Schools are encouraged to use the CSCH School Nutrition Environment Assessment Tool to reflect on current school food environments, identify strengths and find areas for improvement.

Considering all four components is a whole-school approach responding to students' needs in a planned, integrated and holistic way. Start with what the school community is already doing and engage the school community on advancing this work by considering one or more additional components. The example below shows a school building on Teaching and Learning towards positive relationship with food and bodies.

Teaching and Learning

- Example: Teachers use Canada's food guide messaging and resources to create positive food experiences.

Physical and Social Environments

- Example: Students do not hear adults talk about food and exercise in relation to weight and/or attaining a socially acceptable body.

Family and Community

- Example: Guests and community partners are aware that messages are limited to ones consistent with developing a positive relationship with food and body.

Effective Policy

- Example: Respectful learning environments policies and administrative procedures acknowledge weight-based teasing as a harm.

The next pages provided actionable advice which can build on current school strengths and activities in relation to a school's needs and priorities.

Teaching and Learning

Teaching and learning involve actively engaging students around food and nutrition in a way that builds food literacy and supports the development of lifelong eating habits. Food literacy moves beyond nutrients to learning using a multi-dimensional view of food. This supports students in establishing a deeper understanding that the foods we eat are related to a broad range of biological, social, cultural, environmental, political and economic factors, which are not always within one's control (Government of Canada, 2022c).

Visit Canada's Food Guide: *Canada's food guide toolkit for educators* to access age appropriate activities to support children to learn food skills, develop healthy eating patterns and understand the food guide.

Learning opportunities which build food literacy occur during formal and informal interactions. For example, learning can take place formally during classroom instruction and informally during meal or snack programs. Informal opportunities are particularly effective when they occur along with school events.

Food Literacy across Saskatchewan Core Curriculum

Food literacy is defined as "the ability of an individual to understand food in a way that they develop a positive relationship with it, including food skills and practices across the lifespan in order to navigate, engage and participate within a complex food system" (Cullen et al., 2015). It is an important skill that prepares students for adulthood and eating well for life (Health Canada, 2019). Food literacy can be developed by integrating food and nutrition across areas of study, such as health, science, mathematics, social studies, language art and through cultural and Indigenous learnings about food.

Health education is taught, learned and evaluated using an inquiry approach. Using curricular outcomes as a starting point, teachers create learning opportunities for students to wonder, question, investigate, interpret and examine opportunities, as well as apply their learning.

Such experiences support the development of the three Broad Areas of Learning that are foundational in Saskatchewan's Core Curriculum:

- sense of self, community and place;
- lifelong learners; and,
- engaged citizens.

The four cross-curricular competencies are also supported:



- developing thinking;
- developing identity and interdependence;
- developing literacies; and,
- developing social responsibility.

Stepping out of the Classroom

Teaching nutrition using Saskatchewan's Core Curriculum and supporting resources provides students with a wide range of opportunities to demonstrate understanding, confidence and motivation for a healthy and balanced life. Educators can further their students' personal competency, self-efficacy and social responsibility by taking students out of the classroom and into environments where food is grown, processed and served. Engaging key members of the community, such as Elders or producers, can also enrich the learning experience for students.

A Food-Neutral Approach

Educators, school staff and volunteers are important role models and mentors that help shape students' relationships with food and their bodies. The way in which food and nutrition information is shared and communicated to students can have a positive or negative impact on their eating behaviours and/or their relationship with food and their bodies. Food neutrality is one concept that promotes an environment where all food choices are respected and valued without judgement or bias (Saskatchewan Health Authority, 2023).



A food-neutral approach is when food is presented matter-of-factly or objectively. Foods are often classified as "good", "bad", "healthy" and "unhealthy," which may be a well-intended education approach but ultimately attaches moral judgement (Saskatchewan Health Authority, 2023). Feelings of guilt, shame and regret can come from eating foods that we perceive as "wrong" and can be related to how we describe and feel about ourselves for eating these foods.

A food-neutral approach is one that focuses on food exploration, food literacy and age-appropriate skill and knowledge development of healthy eating patterns.

Experiential Learning Strategies

Canada's food guide highlights the importance of developing food skills, such as label reading and preparing food. Classrooms are key settings in which children develop food literacy skills (Government of Canada, 2022c).

Approaches that are effective in increasing familiarity and willingness to accept foods, while fostering a positive relationship with food, include:

- using positive messaging;
- utilizing food neutral language; and,
- providing neutral, repeat exposures to a variety of foods (Satter, 2007; Satter 2007b).

Experiential, hands-on learning strategies are effective in fostering students' natural curiosity about food, building food literacy, improving dietary intake and a having a positive impact on eating habits (Charlton et al., 2021; Varman et al., 2021; Dudley et al., 2015). Activities that can be incorporated into lesson plans include:

- exploring and describing food with the five senses (i.e., touch, taste, sight, smell, sound);
- cooking and developing food skills;
- gardening and growing food;
- taking students out of the classroom (physically or virtually) where food is grown, processed, prepared and served;
- learning about food safety, food waste, environmental sustainability and food marketing;
- exploring traditional food systems and cultural food practices; and,
- engaging key members of the community, such as Elders or producers.



Physical and Social Environments

The foods offered, sold and promoted in the school setting provide students with the opportunity to eat, experience and learn about nutritious foods. To support a healthy physical and social environment within the school setting, it is important to ensure the foods and drinks provided are nutritious, safe, culturally acceptable and support the diversity and inclusiveness of the school community. A supportive school setting is further strengthened when staff and students model and reinforce healthy food practices in a positive manner. Effective nutrition policies and administrative procedures incorporate these components of a healthy physical and social environment.

The physical food environment in schools includes the types, quantities, quality, cost and promotion of foods and drinks that are offered or available for sale and/or offered directly to students within the school or within proximity to the school.



The social food environment includes how food and eating behaviours are discussed, modelled and socially reinforced within the school setting (Health Canada, 2019). Educators, school staff and volunteers are important role models that help shape students' relationships with food and their bodies.

Cultural Considerations

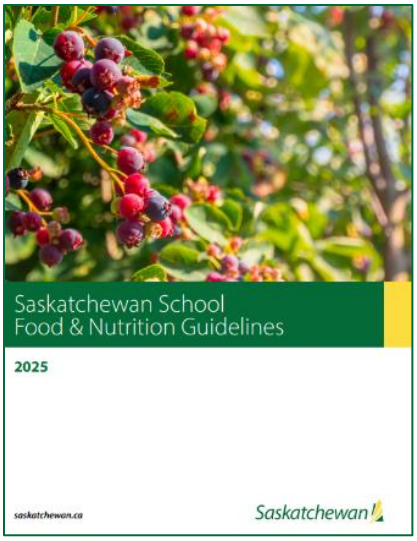
Food and drink selection should take into consideration the diversity of students in the school and account for various ethnic and cultural food related practices. Social, cultural and spiritual norms all influence individual food preferences (Raine, 2005). Offering traditional or culturally appropriate foods helps celebrate diversity, builds cultural food acceptance, fosters an inclusive social environment and reinforces a positive cultural identity within the school setting.

Food Marketing, Promotions and Messaging

The food environment also includes the information and messaging that children receive through food marketing (Health Canada, 2019; Government of Canada, 2020). Children are especially susceptible to the influence of food and drink marketing on their food choices (Government of Canada, 2020). Along with marketing materials, sponsorships of local school events can also send messages to children. It is important to consider the above factors and limit kids' exposure to marketing and exposure in schools and classrooms.

Saskatchewan School Food & Nutrition Guidelines

The Saskatchewan School Food & Nutrition Guidelines are intended to support schools in identifying the most nutritious food and drink options to offer or sell. School staff and volunteers can use the guidelines to support decisions and policies related to foods and drinks offered and sold in the school environment.



Schools are encouraged to use the guidelines to move towards providing nutritious choices and to reduce the availability of highly processed foods whenever foods and drinks are offered or sold, including:

- breakfasts, lunches and snacks;
- cafeterias, vending machines and canteens;
- fundraisers and sporting events;
- school and classroom celebrations; and,
- other special school community events.

Mealtime Environments

In addition to providing nutritious foods, schools can provide a supportive, food-neutral and inclusive social environment. To support the well-being of all students, while fostering a school community culture where students feel a sense of belonging, schools can:

- regularly offer cultural and traditional foods that reflect the student population (see *Cultural Practices and Foods* and *First Nations and Métis Traditional Practices and Foods*);
- allow sufficient time for eating meals and snacks;
- create spaces for students to eat comfortably and enjoy foods with classmates;
- encourage social interaction and limit distractions and the use of technology when eating;
- encourage discussions at mealtime in which food is neutral (e.g., avoiding good/bad, healthy/unhealthy);
- ensure meal supervision does not direct students on what or how much to eat;
- ensure students are not pressured or praised when eating; and,
- refrain from commenting on foods/drinks that students or families bring from home.



Family and Community Engagement

A CSCH approach encourages engagement of students, families and communities in the development, renewal and implementation of nutrition policies, administrative procedures and programs. This approach ensures active support and shared responsibility and sustainability of supportive food and nutrition environments.

Engaging a variety of individuals and groups is critical to understand the perspective and needs of all students and families as well as build upon school community assets and strengths. For example, engaging a variety of cultural groups and First Nations and Métis organizations can provide locally relevant perspectives and practices as they relate to nutrition and traditional foods in the school setting.

Sharing food and nutrition policies and administrative procedures and programs with families and community partners communicates that the health of students is a priority. It also encourages consistent, positive messaging about food and nutrition that supports students in developing a positive relationship with food and their body.



Student Engagement

Engagement of students recognizes their right to participate in decisions that impact them and that they have strengths, skills and insight for impactful solutions to enhancing school food environments. Youth engagement is an evidence-based strategy to achieve positive health outcomes and enhance student achievement for the individual engaged students and the entire school community (Joint Consortium for School Health, 2025).

Engaging students meaningfully demonstrates that their voice is valued. Students can contribute meaningfully to all four components of a CSCH approach.

Family Engagement

Regular communication channels provide opportunities for students to voice their perspectives which is integral to informing a supportive school food environment. When schools consider parents/guardian input, strong, trusting relationships can be formed between school and home.

Further, when guardians/families are engaged they may be better equipped to support their child in learning and practicing what has been learned at school. Family input creates common understandings to support implementation of food and nutrition policies and administrative procedures.

School Community Council Engagement

School Community Councils (SCCs) play an important leadership role in supporting student well-being and can contribute by:

- participating in the development and implementation of school food and nutrition policy and administrative procedures given their understanding of community needs, resources and goals for student learning and well-being (School Community Councils Support Centre, 2025);
- encouraging parent and community participation in development, revision, implementation and evaluation of school food and nutrition policies and administrative procedures;
- aligning SCC activities with the school food and nutrition policy and administrative procedures;
- supporting classroom and school related food and nutrition activities and programs such as gardening and meal/snack programs;
- helping the school access community support for school related food and nutrition activities and programs; and,
- communicating and championing the importance of supportive food and nutrition environments both in the school and community.

Elders, Knowledge Keepers, Community and Health Partner Engagement

Local community members and partners are valuable in providing expertise, assets and resources to support student success and well-being. Elders and Knowledge Keepers integrate Indigenous ways of being and knowing, values and belief systems, language and cultural ceremonies and connections to people and land into their educational activities and the school environment.



School community partnerships can help remove barriers to food access for students and families to meet their unique needs. Partnerships with local businesses can support food program sustainability through pricing or sponsorship.

Sharing food and nutrition policies and administrative procedures with community partners communicates that the health of students is a priority and encourages the creations of supportive environments in the surrounding community.

Collaboration between the health and education sectors works to support shared mandates for student success and well-being. Health and education outcomes are interdependent. Healthy students are better learners and education is a determinant of health.

Health professionals, such as public health nutritionists, who are registered dietitians and public health inspectors, can lend their expertise in the implementation of food and nutrition policies and programs, as well as the Saskatchewan School Food & Nutrition Guidelines.

Effective Policy

Food and nutrition policies and administrative procedures communicate the commitment to supportive food and nutrition environments contributing to student success and well-being (United Nations and World Health Organization, 2021). Effective policy and administrative procedures are foundational to creating supportive environments considering and addressing all aspects of a CSCH approach.

The *Ministry of Education Policy Statement* (Appendix A) encourages boards of education, in collaboration with students, parents/guardians, school staff, SCCs, community organizations and public health professionals to develop, review and/or revise and implement food and nutrition policies and administrative procedures.

Implementation

To support effective policy implementation, input from those who will be impacted by the policy and/or those who will support policy implementation (e.g., school admin, teachers, staff, volunteers, students, guardians/families, local partners/organizations) is key. Effective implementation considers teaching and learning, social and physical environments and family and community engagement. Below are considerations for policy implementation.

Inclusive and Non-Stigmatizing Approaches

- Ensure that children and youth participate in school food programs without stigma or barriers.
- Provide equitable opportunities to participate in food-related school and classroom activities. Consider barriers which may exclude students such as income, culture, religion and medical conditions.
- Communicate using food-neutral language that supports students in developing a positive relationship with food and their body, while preventing unintended harms.
- Lesson materials, media resources and visuals in the school positively depict bodies of different size, shape, race, ability and gender.

Acceptability and Feasibility

- Embed the multidimensional and cultural meanings of food into celebrations and other events.
- Consider the physical spaces used to serve and eat foods to ensure they are safe and promote social connectedness.
- Consider the availability of funds, equipment, skills, knowledge and foods.
- Communicate to students, school staff and families how implementation of policy and administrative procedures can enhance student education, health and well-being.

Monitoring and evaluating feasibility and success

It is important to monitor and evaluate the outcomes or areas of impact that may or may not be achieved. Evaluation activities should seek to measure not only positive outcomes, but also any potential, unintended negative outcomes to be able to act quickly using a “do no harm” approach.

Monitor and evaluate the implementation of school food and nutrition polices, administrative procedures and programs to ensure they support the achievement of intended outcome(s) and gather insights for any needed improvements.

Schools and school divisions are encouraged to select measures to analyze, reflect and develop/prioritize actions toward school improvement and to optimize positive health and educational outcomes.



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Appendix A: Ministry of Education Policy Statement

Nutrition in Saskatchewan Schools

Intent:

The Government of Saskatchewan promotes a comprehensive and holistic approach to student health, safety and well-being. The Ministry of Education recognizes nutrition for children and youth supports their readiness for learning and is foundational to student success. Schools play an important role in preparing students for the future and well-nourished students are more likely to achieve their academic potential, physical development, mental growth and lifelong health and well-being.

The intent for this policy is to encourage boards of education, school divisions and schools to actualize *Nourishing Minds* (2026) and align with Saskatchewan School Food & Nutrition Guidelines and the Saskatchewan *Comprehensive School Community Health framework*.

Policy Statement:

The Ministry of Education encourages boards of education, in collaboration with students, parents/guardians, school staff, School Community Councils, community organizations and public health professionals, to develop, review and/or revise and implement nutrition policies, administrative procedures and programs and to consider:

- the *Comprehensive School Community Health* approach;
- alignment with *Saskatchewan curricula*;
- clear and measurable student learning opportunities related to nutrition; and,
- adherence to provincial food and nutrition guidelines (see *Saskatchewan School Food & Nutrition Guidelines*).

Outcomes

- Improved student health and well-being.
- Enhanced student learning and academic performance.
- Increased food literacy and healthy eating habits.
- Strengthened partnerships between schools, communities and families.

Roles and Responsibilities:

The Government of Saskatchewan shares responsibility with schools, families and communities to promote and support the healthy growth and development of Saskatchewan children and youth to reach their full potential.

The Ministry of Education is committed to working with education sector partners, communities and other ministries to develop and implement school nutrition policies, administrative procedures and programs that align with healthy eating patterns and promote a positive relationship with food.

Boards of education are responsible for the development of policies to ensure high quality nutritious foods are offered and sold while also promoting a healthy eating pattern, safe food practices and positive relationships with food at the school level.

School divisions are responsible for following the board of education policy and are encouraged to develop, implement, update and regularly evaluate administrative procedures.

Schools are responsible for following the policies and administrative procedures developed by the board of education and school division and are encouraged to provide food and drinks which are consistent with a healthy eating pattern and promote a positive relationship with food.

Key resources to assist boards of education and school divisions to develop, renew and/or revise their nutrition policy and administrative procedures include:

- *The Ministry of Education's policy statement for supporting students with potentially life-threatening medical conditions (e.g., allergies, asthma, diabetes, epilepsy) in Saskatchewan schools*
- *Child Care Licensee Manual*
- *Comprehensive School Community Health framework*
- *Saskatchewan School Food & Nutrition Guidelines*
- *Registrar's Handbook for School Administrators*
- *Saskatchewan Curricular Outcomes and Nutrition*
- *Saskatchewan Treaty Outcomes and Nutrition*
- *Canada's Food Guide*

Authority: This policy statement is developed with reference to:

Legal documents

- *The Education Act, 1995* sections 4(1)(e), 87 (1)(f)

Aspirational documents

- *International Covenant on Economic, Social and Cultural Rights* (1966), Article 11
- *Ottawa Charter for Health Promotion* (1986)

- *The Universal Declaration of Human Rights* (1948), Article 25
- *The United Nations Convention on the Rights of the Child* (1989), Article 24, Section 2.(c),(e) and Article 27, Section 3
- *United Nations Declaration on the Rights of Indigenous Peoples Act (2021)*
- *Government of Canada National School Food Policy (2024)*

Appendix B: Supporting Resources

The below resources will assist boards of education and school divisions when developing, renewing or implementing school nutrition policies, administrative procedures and programs to ensure healthy food and drink options and practices are promoted. The list also includes other useful resources for schools to use to create supportive food environments.

Canada's Food Guide – a suite of resources which translates evidence-informed guidance to actionable advice, tools and resources.

Child Care Licensee Manual – licensed child care centres and family child care homes are expected to meet and maintain specific nutrition standards.

Comprehensive School Community Health – a collaborative approach that invites school and community stakeholders to work together to enhance the health and well-being of all students.

Cultural Practices and Foods – a resource to support newcomers in schools.

National School Food Policy – articulates the federal government's long-term vision for school food programs in Canada, where all children can have access to nutritious school meals.

Registrar's Handbook for School Administrators – a compilation of policies and procedures related to supporting PreK-12 education in Saskatchewan.

Saskatchewan Curricular Outcomes and Nutrition – a list of some K-12 curriculum outcomes to assist educators to address topics related to nutrition.

Saskatchewan School Food & Nutrition Guidelines – a guide to help schools choose and provide healthy food and drink options for students.

Saskatchewan Treaty Education Outcomes and Nutrition – selected treaty outcomes to assist educators and others to address nutrition.

First Nations and Métis Traditional Practices and Foods – provides information about First Nations and Métis peoples relationship with food.

Saskatchewan Health Authority School Food & Nutrition Webpage – resources developed by Saskatchewan Public Health Nutritionists to support schools, school divisions and professionals.

The Cost of Food in Saskatchewan 2025 – a resource that indicates the average cost of nutritious meals and snacks for Saskatchewan children and youth.

Youth Engagement Toolkit (2025) – a toolkit designed to collaborate with youth on CSCH in schools.

Appendix C: Comprehensive School Community Health

School Nutrition Environment Assessment Tool

This tool is for schools to reflect on current school food environments and the implementation of food and nutrition policies and administrative procedures to identify strengths, areas for improvement and to measure progress.

Gathering various perspectives from school administration, teachers, staff, volunteers and students creates shared responsibility and sustainability of supportive food and nutrition environments. As a result, schools can respond to students' needs in a planned, integrated and holistic way.

Teaching and Learning – Provide a wide range of opportunities to support nutrition education and link food and nutrition messages to curriculum**.**

Assess Teaching and Learning	In Place	In Progress	Not Started
Opportunities to build food literacy occur informally during meal or snack programs.			
Food literacy is incorporated across Saskatchewan Curriculum by integrating food and nutrition across areas of study, such as health, science, mathematics, social studies, language art and through cultural and Indigenous learnings about food.			
Teachers have access to and support for professional development opportunities related to food and nutrition.			
When teaching nutrition concepts, Canada's Food Guide (2019) is utilized.			
Teachers seek to understand student life circumstances and needs to create an equitable classroom environment that avoids unintended harm and is conducive to learning.			
Teachers utilize food neutral language throughout the day and when teaching food and nutrition concepts.			

Physical and Social Environments – Create and maintain a safe and respectful school nutrition environment with access to culturally acceptable, healthy foods and drinks.

Assess Physical Environments	In Place	In Progress	Not Started
All foods and beverages offered or sold at school on a regular basis (e.g., meal/snack programs, cafeterias, canteens or vending machines) align with Saskatchewan's School Food & Nutrition Guidelines.			
All foods and beverages offered or sold during classroom and school activities (e.g., field trips, celebrations, sporting events, dances, special lunches, family activities, fundraising and so on) align with Saskatchewan School Food & Nutrition Guidelines.			
All foods and beverages sold align with Saskatchewan's School Food & Nutrition Guidelines and are affordable to provide equitable opportunities for students to participate in food related activities.			
Cultural and traditional foods are offered and included to reflect the diversity of the school community.			
Safe drinking water is available and accessible in the school and at school events for free.			
Students and staff are encouraged to wash their hands properly before and after eating and preparing foods. Staff, students and volunteers involved in food provision receive regular food safety education. Additional food safety guidelines are outlined in the Saskatchewan School Food & Nutrition Guidelines. *			
The school commits to creating size-inclusive physical environments so that school desks, chairs, equipment and school clothing/sports uniforms accommodate all body sizes without stigma.			
All of the foods and beverages promoted or advertised in the school align with Saskatchewan's School Food & Nutrition Guidelines.			
The school provides spaces for students with chairs and desks/tabletops to comfortably eat their meals and snacks.			
Environmental impact and sustainability are considered when planning school food programs and activities.			

The school seeks opportunities to include locally sourced and grown foods.			
The school includes body inclusive images, books, posters and materials.			
Assess Social Environments	**In Place**	**In Progress**	**Not Started**
Meal supervisors understand how to maintain a safe, caring and respectful food environment through development of guidance and/or education.			
Adopt a zero-tolerance approach regarding comments on foods students eat and foods sent from home. Encourage staff and students to respect parent's/guardian's role in food selection.			
Enough time is set aside for students to eat. Scheduled lunch breaks allow for at least 20 minutes of eating time (once seated).			
Social interactions are encouraged when eating. The school supports students to limit distractions and screens by not playing videos and movies when students are eating.			
Supervisors and students include everyone in social interactions while eating. No students are isolated.			
Food is not used as a reward or incentive.			
Neutral language is used and encouraged when talking about food, bodies and eating.			
Adopt a zero-tolerance approach to food- or weight-based bullying and talking about body weight.			

*Approved food safety training courses are readily available online and in-class in Saskatchewan. Contact your local public health office for more details.

Effective Policy – School board and/or division school food nutrition policy/administrative procedures can provide a foundation and can sustain practices which enhance the school food environment.

Assess Effective Policy	In Place	In Progress	Not Started
Food and nutrition policies and administrative procedures are communicated to students, families and school staff at the start of each school year.			
Communication, implementation and monitoring of food and nutrition policies and administrative procedures consider the Guiding Principles on p. 8 to support safe, respectful, inclusive and culturally affirming food environments.			
School's administrative procedure(s) which support students with potentially life-threatening medical conditions (e.g., allergies, asthma, diabetes, epilepsy) are adhered to when food is provided, sold and eaten at school as indicated in *The Ministry of Education's policy statement for supporting students with potentially life-threatening medical conditions (e.g., allergies, asthma, diabetes, epilepsy) in Saskatchewan schools*.			
Food and nutrition policies and administrative procedures inform school-level plans, procedures and daily operations when food is offered, sold and eaten.			
Food and nutrition policies and administrative procedures inform classroom plans, procedures and daily operations when food is offered, sold and eaten.			
Saskatchewan School Food & Nutrition Guidelines are not applied to foods and drinks students bring to school to eat and are used educate families or evaluate what students eat.			
There is a mechanism for regular monitoring and evaluating implementation of food and nutrition policies and administrative procedures with input from teachers, staff, volunteers, students, guardians/families.			

Family and Community Engagement – Engagement of students, families and communities strengthens all components of CSCH including teaching and learning; social and physical environments; effective policy.

Assess Family and Community Engagement	In Place	In Progress	Not Started
A variety of individuals, students and groups are engaged to build upon school community's assets, strengths, perspective and needs of all students and families.			
Food and nutrition policies and administrative procedures are shared with students, families and community partners to communicate that the health of students is a priority.			
SCC activities, partnerships and fundraising align with school food and nutrition policies and administrative procedures.			
Partnerships with local businesses and community organizations are support food program sustainability through pricing, sponsorship and access to nutritious foods aligning with Saskatchewan's School Food & Nutrition Guidelines			
Company advertising or logos are not present in the school setting, including score boards, posters, vending machine sleeves, recycle bins and so on.			
Elders, Knowledge Keepers and provincially licensed and regulated health professionals are engaged to foster diverse knowledge about food, nutrition and health.			
School community partnerships are engaged to help remove barriers to food access for students and families to meet their unique needs.			