

Staff School Food Program Survey

from the Good Food for Learning Project (Engler-Stringer et al, 2021)

Q.1. Which school are you from?

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Q.2. What is/are your primary role(s) at your school? Please select all that apply

- Principal
- Vice-Principal
- Teacher
- Foodservice staff
- Educational Assistant
- Parent
- Other (please specify)

Q.3. What grade(s) do you teach?

- Pre-kindergarten
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

Q.4. How often do you use food (including agriculture) and nutrition topics within your year plans, daily plans, or unit plans, well integrated into daily activities? (When thinking about this question you can consider food preparation, cooking, gardening or composting activities, lessons that discuss food, nutrition, food culture, food and science, environmental topics linked to food, etc.)

- Never
- 1-4 times per school year
- 5-9 times per school year

Q.5. In what subject areas do you use food and nutrition topics to teach core curricular material? Check all that apply. (Extra info: When thinking about this question you can consider: food preparation, cooking, gardening or composting activities, lessons that discuss food, nutrition, food culture, food and science, environmental topics linked to food, etc.)

- None
- Math
- Science
- Social studies
- Health
- English language arts
- French language arts
- Physical Education
- Art (music, dance, drama, visual arts)
- Other (please specify)

Q.6. How able to do you feel to use food and nutrition topics to teach core curricular material? (When thinking about this question, you can consider food preparation, cooking, gardening or composting activities, lessons that discuss food, nutrition, food culture, food and science, environmental topics linked to food, etc.)

- Very able
- Somewhat able
- Somewhat unable
- Very unable

Q.7. What are the barriers you face to using food and nutrition topics to teach core curricular material? Check all that apply.

- My own knowledge
- Time
- Equipment
- Lack of relevant lesson planning resources
- Lack of funding
- I am not interested in using food and nutrition topics to teach core curricular material
- Other (please specify)

Q.8. Relative to other topic areas you use for teaching core curricular material, when you do use food and nutrition topics to teach core curricular material, how engaged do you find your students in learning?

- Not very engaged
- Somewhat engaged
- Engaged
- Very engaged

School food environment assessment tools

Indicator questions are used to inform the scoring of each domain	Score based on the answer
<ul style="list-style-type: none"> <input type="radio"/> Composting system (Q.9) How well developed is your school's composting program? When thinking about this question you may want to consider how many students (or other school members) participate in composting, integration of composting with other educational activities, use of finished compost in the school garden, 	<ul style="list-style-type: none"> (0) We don't have a composting program (1) We've just started a composting program or one or more teacher's compost, but composting is not school wide (2) Our composting program is up and running, but has a long way to go to reach its full potential (3) Our composting program is widely available and used throughout the school

<p>another community garden or for fundraising, sharing the compost with student's families or community members, etc.</p>	<p>(4) Our composting program is well developed and is a big part of our school community</p> <p>(0) We have a composting program, but I don't know much about how it is run</p>
<p>○ Classroom activity (Teaching and learning)</p> <p>(Q.10) How well does your school integrate food-related activities in the classroom and/or in teaching activities?</p> <p>When thinking about this question you can consider food preparation, cooking, gardening or composting activities, lessons that discuss food, nutrition, food culture, food and science, environmental topics linked to food, etc.</p>	<p>(0) We don't use or talk about food in any teaching activities</p> <p>(1) From time-to-time food-related teaching activities are used</p> <p>(2) Food-related activities are used regularly by some teachers only</p> <p>(3) Food-related activities are well integrated into our school's approaches to teaching</p> <p>(4) Our food-related teaching activities are well developed, integrated and are a big part of our school community</p>
<p>○ Healthy eating support</p> <p>(Q.11) How well does the food provided at your school support healthy eating (as outlined in Canada's Food Guide) by making healthy food available and/or by limiting the availability of unhealthy foods? (When thinking about this question consider the food sold or provided by any of the following: school vending machines, hot lunches, special days and celebrations, fundraisers, breakfast/lunch/snack/fruit and vegetable/milk/other programs at your school. (We know many schools don't have many of these programs, so just think</p>	<p>(0) The foods provided or sold offer almost no healthy options and are almost always unhealthy foods</p> <p>(1) We try to make some healthy options available and/or try to limit unhealthy foods but are not regularly able to do so.</p> <p>(2) Healthy options are regularly available and/or unhealthy foods are rarely available</p> <p>(3) Healthy options are always available and/or unhealthy foods are rarely available</p> <p>(4) Providing healthy foods is fully supported and implemented by our school community</p>

<p>about the areas that are relevant to your own school).</p>	
<p>○ Environmentally sustainable food (Q.12) To what extent is environmentally sustainable food provided at your school? (Environmentally sustainable food options could include procuring/purchasing seasonal, local, minimally processed, minimally packaged, vegetarian and/or organic foods, etc. and/or involve offering reusable dishware and cutlery)</p>	<p>(0) The foods provided or sold offer almost no environmentally sustainable options (1) We try to make some environmentally sustainable options available, but are not regularly able to do so (2) Environmentally sustainable options are regularly available (3) Environmentally sustainable options are always available (4) Ensuring the availability of environmentally sustainable food and dishware is fully supported and implemented by our school community (0) I do not know</p>
<p>○ Food related initiatives (Q.13) How well are food-related initiatives at your school linked with the wider school community? (Examples of community links to consider could involve: having community members, parents or grandparents volunteering at your school (on projects related to food, gardens, compost, cooking, etc.), sharing food with community groups, involving community members or student’s families in planning school activities related to food, hosting food related fairs, etc.)</p>	<p>(0) We don’t have any food-related initiatives (1) Our food-related initiatives are each independent activities and are not at all interconnected with the wider school community (2) Our food-related initiatives are mostly independent activities but have a small amount of involvement or overlap with the wider school community (3) Our food-related initiatives are somewhat connected with the wider school community (4) Our food-related initiatives are highly integrated with the wider school community</p>

<p>○ Food preparation and cooking activities (Q.14) To what extent are food preparation/cooking activities and training opportunities available at your school? (Food preparation activities include opportunities for hands-on learning about food skills e.g. preparing and sharing foods in class, cooking clubs, after school programs, teaching cafeterias or special events related to food preparation run by community organizations such as CHEP Good Food Inc or others.)</p>	<p>(0) We don't have any food preparation activities</p> <p>(1) We have occasional "one-off" activities for some students</p> <p>(2) We have regular food preparation activities available in the curriculum or after school activities (for some students or classes)</p> <p>(3) Food preparation activities are well integrated into school courses and extra-curricular activities (and most students have opportunities to prepare food)</p> <p>(4) Food preparation activities are highly integrated across the school, with multiple opportunities for students in all grades to learn about preparing food</p>
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Q.15. Please tell us if any of the areas we just asked you about are places where your school has recently made progress, or are places where your school is interested in making progress next year:

	Is this an area where your school has made progress this year?			Is this an area where you think your school would like to make progress next year?		
	Yes	No	I'm not sure	Yes	No	I'm not sure
School Gardens/Growing Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating food-related activities into the classroom and teaching activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing healthy food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing healthy food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Linking current food-related initiatives with the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing activities related to food preparation and cooking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing culturally appropriate or traditional foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q.16. Is there anything else you would like to tell us about food-related initiatives, activities, programs or policies that are underway at your school?

- N/A
- Refusal
- Do not know

Q.17. Please add any further comments you have about what is going on at your school with regards to food and cooking.

- N/A
- Refusal
- Do not know

For more information on the Good Food for Learning school food intervention project tools and protocols see:

Engler-Stringer, R., Black, J., Muhajarine, N., Martin, W., Gilliland, J., McVittie, J., Kirk, S., Wittman, H., Mousavi, A., Elliott, S., Tu, S., Hills, B., Androsoff, G., Field, D., Macdonald, B., Belt, C., & Vatanparast, H. (2021). The Good Food for Learning Universal Curriculum-Integrated Healthy School Lunch Intervention: Protocol for a Two-Year Matched Control Pre-Post and Case Study. *JMIR research protocols*, 10(9), e30899. <https://doi.org/10.2196/30899>