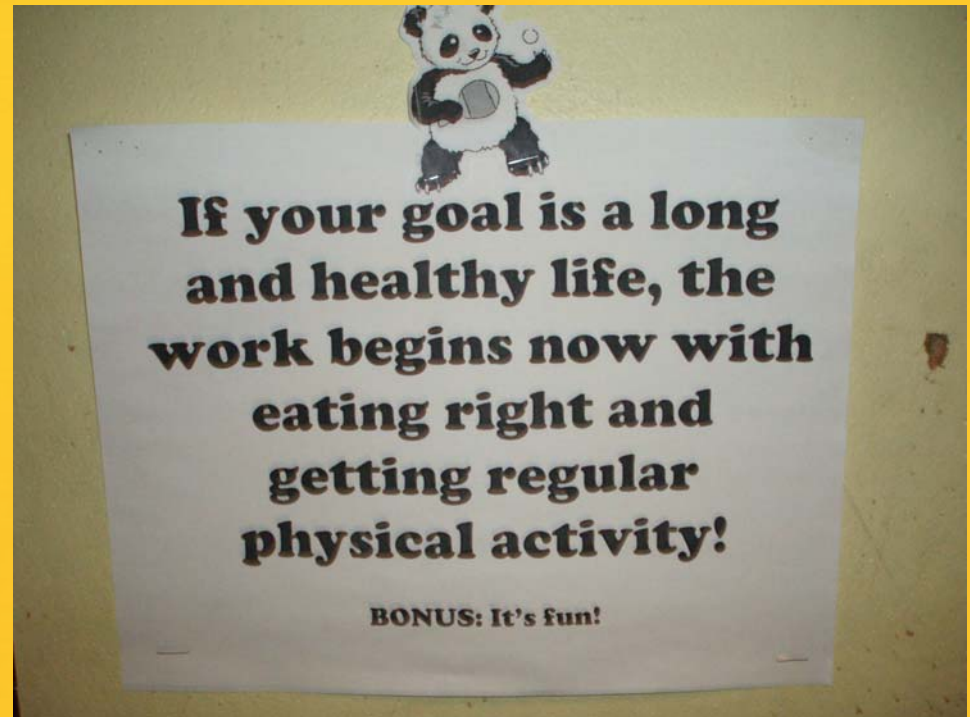


# **School Nutrition Policy in New Brunswick**

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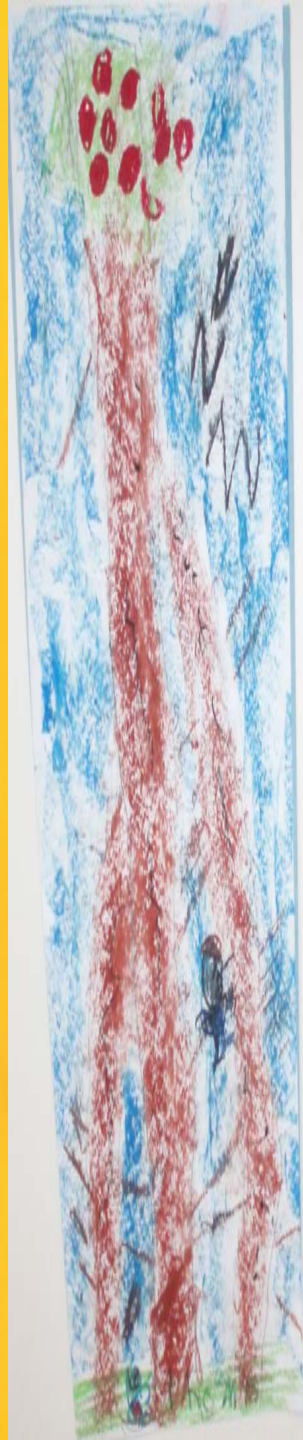
# Overview

- Once upon a time
- First ending
- Second ending
- Alternate endings
- Happy endings



# Key Policy Components (1991)

- Nutrition standards
  - Follow Guidelines for Healthy Eating
  - Milk and fruit juices sole beverages
  - No fruit drinks, **soft drinks**, candy, chips, chocolate bars, **deep fried foods**, doughnuts, and other foods high in fat, sugar and/or salt
- Nutrition education
- Access to nutritious food for all students



# First Ending: What's For Lunch?

- **Soft drinks** (43)
- **French fries** (40)
- **Poutine** (37)
- Pizza (30)
- Chocolate milk (29)
- Salad (0)
- White milk (0)
- Apple (0)
- Juice (0)
- Water (0)

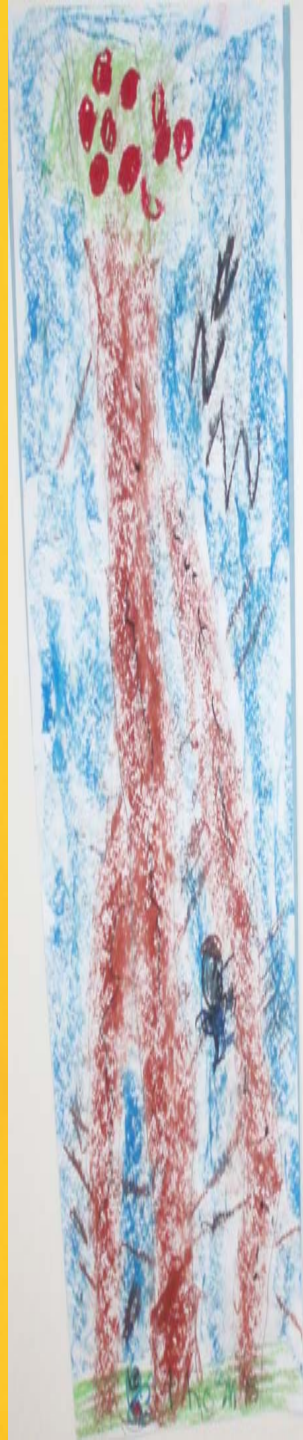


# Key Policy Components (2005)

- Make foods with maximum\* nutritional value available and promote them
- No fundraising with foods with minimum\* nutritional value
- Promote foods with maximum\* nutritional value
- Support and reinforce messages about healthier eating

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\* nutrition criteria established for standards



# Second Ending: What's For Lunch?

- Chocolate milk (236)
- Low fat cookies (160)
- Pizza (93)
- Large pizza pop (50)
- Customized crispy chicken sub with vegetables on whole wheat wrap (39)
- Salad (not available)
- White milk (15)
- Apple (not available)
- Juice (6)
- Water (3)



# From 1997 to 2010 . . .

## **What is Different?**

- No deep fat fried food
- A few more whole grains
- Fewer foods and beverages with low nutrition value
- Non-food fundraisers
- Increased acceptance/less overt resistance to nutrition
- More nutritious packaged foods brought from home

## **What is Similar?**

- High sales of a few items
- Low availability and sales of vegetables and fruits
- Low sales of complete meals
- Customer-oriented food service staff
- Wide variation in nutrition quality of food brought from home

# Why this Ending?

- 'Eating out' frame of reference
- Ineffective delivery mechanisms for providing and promoting vegetables and fruits to students
- Financial pressures (food companies, school revenues)
- Little support for implementation
  - Reliance on food service companies for implementation; little nutrition education, policy education, or outreach
- Lack of integration into education mandate

# Why this Ending?

- Low priority issue for schools, parents, and public
- Lack of awareness
  - what is served and what students are eating
  - importance of nutrition
  - perspective that families and schools can support each other

*Globe and Mail, October 4, 2010*

*It's only 1 meal out of 3 and only 5 days a week. The kids will survive. Give them good stuff the rest of the time and give them a lunch they'll eat.*

*If parents want their kids to eat healthfully, they NEED to set the example. Blaming the schools/ government is a cop-out.*

# Options for Alternate Endings

- Implement strict nutrition standards that allow only healthy foods in schools
- Stop providing food in schools



# Options for Alternate Endings

- Increase 'stealth' nutrition – eating out frame of reference
  - Pizza with whole wheat crust
  - Fruit juice slushies



# Options for Alternate Endings

- Increase emphasis on marketing healthy foods with customer input
  - Products
    - Quality, nutrition, appeal
  - Placement
    - Impulse buying
    - Ability for customers to reach
    - Feature items
  - Pricing
    - Differential pricing
  - Promotion
    - Samples
    - Encouragement



# Options for Alternate Endings

- Increase vegetable and fruit availability and consumption





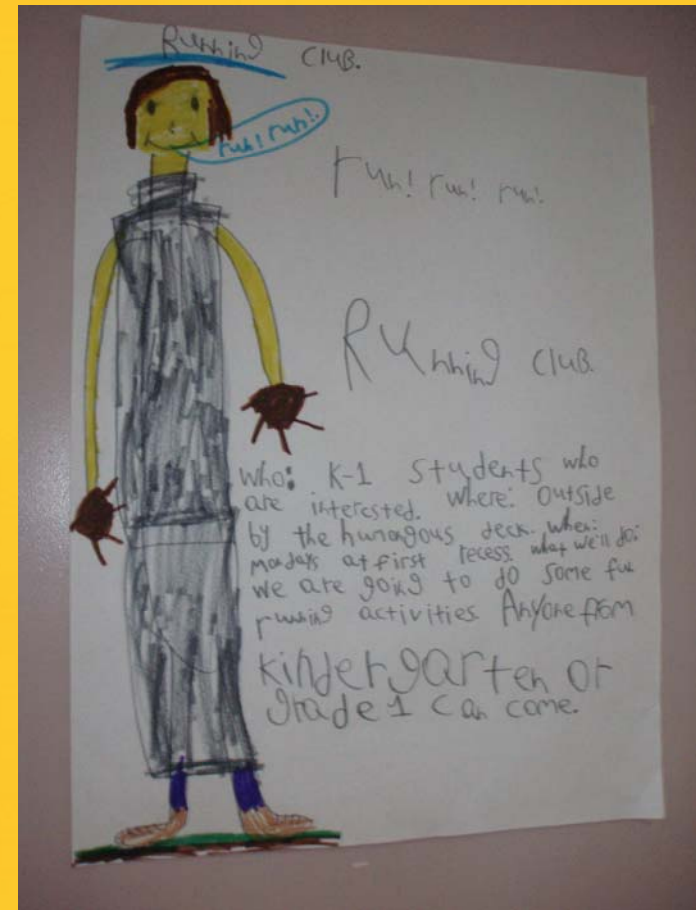
# Options for Alternate Endings

- Provide nutrition education for students
  - Food preparation
  - Gardens
  - Tastings
  - Nutrition skills



# Options for Alternate Endings

- Provide policy education
  - Conduct 'Literate' taste testing
  - Create advertisements and healthy eating promotions
  - Analyze foods relative to nutrition standards
  - Compare and contrast different nutrition standards
  - Analyze the policy process
  - Monitor policy implementation
  - Assist with marketing the policy
  - Participate in school health/nutrition committees



# Options for Alternate Endings

- Support awareness and capacity building (e.g., resources, advocacy) for school nutrition:
  - Administrators
  - Teachers
  - Food service staff
  - Parents
  - Community members
  - Dietitians and other health professionals
  - Media
  - Government and politicians



# Options for Alternate Endings

- Compile all elements into a comprehensive school nutrition policy that is supported and evaluated
  - Food environments
    - Food and nutrition standards
    - Physical environments
    - Social environments
    - Access to food
  - Nutrition education and services
  - Awareness and capacity building



# Options for Alternate Endings

- Learn from best practices –  
*We care about and love our children*

*We want them to eat well and be nourished.*

*Deborah Madison*





# Getting to 'Happy Endings'

- What is served and consumed, what supports exist for healthy eating, what factors are at play?
- What alternate endings do we agree are worth exploring?
- What are the results when we implement alternate endings?
- How do we enable the implementation and maintenance of 'happy endings'?



And all the students in New Brunswick ate happily and healthily ever after.



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