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# INNOVATIVE STUDENT NUTRITION PROGRAMS IN ONTARIO: IDENTIFYING CASE STUDY EXAMPLES

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## INTRODUCTION

The benefits of school meal programs are extensive. As was documented in the Toronto District School Board's Feeding our Future Evaluation Report (Muthuswami, 2012), students who participate in nutrition programs have positive educational and behavioural outcomes. In Ontario, Student Nutrition Programs (SNPs) provide healthy breakfasts, lunches, and snacks in schools.

The following information provides a glimpse into how these programs operate in the province:

- SNPs are coordinated by 14 lead agencies across Ontario.
- Individual programs are often administered by volunteers including: teachers, community members, and parents.
- In the 2012-2013 school year, SNPs provided breakfast, lunch, and snacks to over 695,000 school aged children and youth across the province. The Government of Ontario provided 15% of the program costs.
- In 2014, the Government of Ontario announced additional funding to SNPs to expand programs and to enhance existing programs over the next three years (Ministry of Children and Youth Services, 2014).

Over the past several decades the Government of Ontario has provided increasing support for SNPs in the province. In 2012, Ontario set a target to reduce childhood obesity by 20% in five years. The Government of Ontario then established the Healthy Kids Panel (HKP) to create a strategy to achieve the target. In March 2013 the HKP released No Time to Wait: The Healthy Kids Strategy (HKS, 2013). Recommendation 2.8 of the HKS is to "establish a universal school nutrition program for all Ontario publicly funded elementary and secondary schools". The recommendation then identified the following aspects that a comprehensive SNP should include:

- Extend existing SNPs so that they reach every child.
- Include learning about where food comes from and how it is grown.
- Include the hands-on experience of cooking.
- Include access to healthy foods for those coming to school hungry.



- Make every effort to ensure that these programs are culturally sensitive.
- Consider corporate sponsorship and a competitive social finance approach to fund programs where required.
- Ensure a long-term commitment (i.e. at least 12 months).
- Incorporate teacher training.
- Integrate the nutrition program within the curriculum.
- Promote leadership from students and school food service staff.
- Involve parents at school and at home.
- Develop fundraising activities that promote healthy foods.

It is important to note that SNPs also have the potential to support the three pillars of Ontario Bill 36: The *Local Food Act* - specifically to (a) improve local food literacy, (b) increase use of local food by schools, and (c) increase access to healthy local foods.

This report presents SNPs in Ontario that have advanced certain aspects of the HKS recommendations and/or pillars of the Local Food Act. It is hoped that the case study examples and common themes that are discussed in the pages below demonstrate how the HKS and LFA priorities could be advanced, as well as how decision-makers and funders could better enable and support such programs. In many cases, the innovative programming that SNPs are undertaking is not being recognized and documented. It is hoped that this report helps to somewhat address this gap.

## ADDITIONAL DETAILS ABOUT THIS REPORT

The case studies in this report were selected based on responses to Sustain Ontario and The Research Shop's email outreach asking for suggestions of innovative SNPs in Ontario. We then followed up with contacts and developed 1-page program 'fact sheets' from our conversations. We also summarized key themes that emerged among the case study examples including how SNPs have made their programming work and challenges that they've encountered



- Case studies range in size from as small as one school SNP to as large as an entire school district or city.
- The report was designed to meet the needs of various audiences including:
  - Current and new SNP providers and partners who may be looking for programming suggestions and contacts with other innovative SNPs;
  - Government representatives who are looking to advance the HKS recommendations and local food priorities; and
  - Organizations that are supporting and advocating for SNPs in Ontario.
- Each case study sheet can stand alone, so that those seeking information on specific types of programming can refer to only those case studies that interest them.
- Throughout the report, icons are used to indicate particular aspects of the HKS recommendation and Local Food Act that the case study SNPs meet. A legend and description of each icon can be found on page 12 (see Table 1.0- List of Icons).

## INNOVATIVE SNPS IN ONTARIO: THEMES AND HIGHLIGHTS

This section of the report highlights some common themes that can be seen across the case studies.

### PILOT PROGRAMS ARE LEARNING, ADAPTING, AND EXPANDING

Many innovative programs are in a pilot stage, and are learning and adapting to what works for their specific context:

- The **Carrots for Kids Program** started a Food Box Program in April and May of 2014 (after the case study sheet was completed). The Food Box has been gaining support and is going to be expanded in the Fall of 2014.
- The **Growing Up Organic (GUO) Seasonal Harvest Program** initially used an ordering process that involved a significant amount of administration for the organizers. Starting in the Fall of 2014, they are planning to adapt the program to reduce paperwork by linking farmers directly to schools (one farmer to one school).



- The **CW Jefferys Breakfast Program** switched from a meal to a ‘grab and go’ style because the school realized that students were more likely to participate in this type of program.
- The **3Acres Tastebuds Program** would like to integrate a mobile freezer hub to address the need for accessible food drop-off points for farmers. Funding is still being sought for this addition to the program.

SNP providers are also using their broader networks in Ontario to learn and shape programs. Specifically, pilot programs are learning from more established ones:

- **The GUO Seasonal Harvest Program** loosely modeled their initial pilot approach on the Halton Food For Thought program.
- The **Carrots for Kids Program** took inspiration from and loosely based their approach on FoodShare’s campaign called ‘The Great Big Crunch’. This campaign takes place in schools, community centres, and other locations to educate about health eating and local food. It integrates a coordinated ‘crunch’ into a local apple or carrot.

## LOCAL FOOD AND LEARNING ABOUT WHERE FOOD COMES FROM

*3Acres Tastebuds*..... p. 15  
*Carrots for Kids*..... p. 16  
*Growing Up Organic (GUO) Seasonal Harvest*..... p. 19  
*Halton Food For Thought (HFFT) Farm to School*..... p. 20  
*The Julien Project*..... p. 21  
*VON Plentiful Harvest*..... p. 22

Ontario’s *Local Food Act* has three main pillars: to improve local food literacy, increase use of local food by institutions, and increase access to healthy local foods. SNPs have the potential to contribute to all three of these pillars, as the case studies in this section demonstrate. It is important to note that all of the programs that integrate local foods and connections with farmers are either pilots or in very early stages.

Programs are evolving to address the specific circumstances required to provide local food. Challenges to buying local include the need to ensure that orders are large enough to be economically feasible for local farmers to participate, and how to keep





local food affordable as it can be costlier than imported food. To address these circumstances, programs have used the following approaches:

- The **Carrots for Kids, HFFT Farm to School, 3Acres Tastebuds** and **VON Plentiful Harvest Programs** have acted as the intermediary between farmers and schools, ordering in bulk and then distributing food to each school's SNP. However, this leads to increased program logistics and costs for distributing the food.
- The **GUO Seasonal Harvest Program** is moving to a direct link by matching one farmer to one school in a 'food box program', focusing on farmers who are close to each school.
- The **Julien Project** involves students in growing and preserving food to keep costs very low. This preserved food is then used by the SNPs across the region.
- The **VON Plentiful Harvest Program** has used the power of bulk purchasing, with centralized food purchasing and processing, to deliver a standard snack to a large number of schools.
- Other programs have brought together a number of school SNPs to achieve combined purchasing power, but have left the purchasing itself to the school level with an ordering sheet.

Integrating local food has required overcoming various challenges:

- SNPs sometimes needed support to learn about and creatively use lesser-known local produce (e.g. kohlrabi and kale).
- Using local foods was especially difficult for schools that did not have proper kitchen facilities for food preparation. This was especially true for produce such as garlic, which is most often used in prepared foods.
- The seasonal nature of local produce meant that most local food programs only ran during the fall and late spring when there was a greater availability of local food.



## A UNIVERSAL PROGRAM

*CW Jefferys Breakfast Program*..... p. 17  
*VON Plentiful Harvest*..... p. 22  
*Wake Up Wellington*..... p. 23

One of the requirements for an SNP in Ontario to receive MCYS funding is that it must provide universal access to its programs, meaning that all children and youth have the opportunity to participate in the program. Some case study SNPs placed a special focus on reducing stigma and making programs more accessible to every single student:

- The **Wake Up Wellington Program** encourages teachers and other staff to participate (i.e. eat meals and snacks along with the students). A donation jar is provided for them to contribute as they can. This has led the program to have a strong school community feel.
- The **CW Jefferys Breakfast Program** changed its model of program delivery from a meal program to a grab-and-go snack bin at the front of the school because the latter was found to reach more students.
- The **VON Plentiful Harvest Program** scaled their program to reach SNPs in many schools, and makes sure that every child at the school gets the same food, focusing on the message that the program is for all children.

## INCREASING FOOD LITERACY (INCLUDING CURRICULUM LINKS AND KITCHEN SKILLS)

*3Acres Tastebuds (Food Literacy)*..... p. 15  
*Carrots for Kids (Food Literacy)*..... p. 16  
*Glen Sheilds Breakfast Program (Kitchen Skills)*..... p. 18  
*GUO Seasonal Harvest Program (Food literacy)*..... p. 19  
*HFFT Farm to School (Food Literacy, Curriculum links)*..... p. 20  
*The Julien Project (Food literacy, Curriculum links, Kitchen skills)*.... p. 21  
*Wake Up Wellington (Curriculum links, Kitchen Skills)*..... p. 23







The incorporation of Food Literacy, including Curriculum Links and Kitchen Skills, into SNPs increases food knowledge and skills. Some SNPs achieve this within the formal curriculum while other programs provide education outside of the classroom setting.

The case study SNPs advanced food literacy, including learning about where food comes from, the seasonal nature of food, how it is grown, and the food system, in many different ways. The programs were tailored to the age of the students.

For younger students:

- The **GUO Seasonal Harvest Program's** focus on both local and organic means that children are taught about seasonality and how their food was grown.
- The **Carrots for Kids and 3Acres Tastebuds Programs** expose students to food in a more 'natural' state- specifically to local carrots (rather than pre-packaged baby carrots), sometimes with tops still on them.
- The **HFFT Farm to School Program** has hosted a Farm Fresh Friday event every year, where farmers are invited into a school to talk about local farming. One year, a farmer even brought chickens in with him.
- The **Glen Shields Breakfast Program** involves the primary students in learning kitchen skills. Older children are involved in basic food preparation, and all students are expected to participate in some way (setting the places, carrying dirty dishes etc).

In the secondary school SNPs, the program often focused on linking curriculum with kitchen skills and food literacy. Of note, some programs chose to teach the kitchen skills outside of the actual school:

- In **The Julien Project**, students are encouraged to think critically about the food system by participating in activities such as comparing the ingredients and cost of non-local preserved food from the supermarket with the products they grew themselves and preserved in the kitchen.
- The **VON Plentiful Harvest Program** has students prepare food in a kitchen at the program's central hub location as co-op placements.



- The **Wake Up Wellington Program** links the school’s culinary arts program to the SNP by tailoring the SNP meals to the curriculum, and having students spend part of their week preparing food for the SNP.

## CULTURALLY APPROPRIATE FOODS

*C.W. Jefferys Breakfast Program..... p. 18*

*Glen Shields Breakfast Program..... p. 19*

It is important for SNPs to consider the cultural diversity of their students and to provide culturally appropriate food. The Toronto District School Board (TDSB) has a board-wide policy of having Halal foods. The case study examples demonstrate other ways that SNPs are incorporating cultural diversity. They are:

- The **Glen Shields Breakfast Program** asks students for examples of foods that they want to have for breakfast. The administrators get feedback frequently from students for suggested foods that reflect their cultural backgrounds and that expose other students to different cultural foods.
- The **C.W. Jefferys Breakfast Program** is very aware of the cultural diversity of their students, and incorporates various dietary and cultural requirements into the program.

## CHALLENGES

SNPs noted a number of common challenges:

- **Funding** for programs, to both maintain the current SNPs and to expand to reach more students. For example, the Halton Food for Thought Farm to School program had to make changes, including making the program smaller and not having a Farm Fresh Friday event in the 2013-2014 school year, because of lack of funding. Stable funding is critical to maintain and expand innovative programs.
- **Staffing** of the individual SNPs. All of the programs rely on volunteers, and in many cases teachers as volunteers, to run the programs. In some cases, such as the Wake Up Wellington Program and the Glen Shields Breakfast Program, the entire SNP relied on one teacher to keep operating. In the event of staff turnover, the program would struggle to continue.



- **Lack of facilities** to run the SNPs, both within the larger coordinating organization, and at the individual school level. Within the schools, some SNPs have no kitchen or freezer facilities, and some make use of minimal facilities in school staff rooms. The coordinating organizations often partner with other organizations, such as community kitchens, to enable the programs; however, transportation to get the food to the school is costly.

## A WAY FORWARD

SNPs bring food into Ontario schools every single day. In doing so they ensure that students are not hungry and so are ready to learn. Simultaneously, these programs are finding significant ways to advance food literacy and build student engagement.

The case studies that have been profiled in this document demonstrate the potential of SNPs in Ontario. They highlight the valuable work and connections that are already being made to teach children and youth about how to engage with food in healthy ways.

It is apparent that SNPs can be set up to provide a variety of benefits. The programs can:

- Bring local and sustainable food into schools, providing a market for farmers and advancing food literacy with respect to local food among students.
- Reduce stigma attached to SNPs, allowing the programs to provide healthy meals and snacks to all students.
- Provide food education and skills, with high school students gaining hands-on food skills and primary students learning about food.

In order to support these programs and to expand them, SNPs have identified a number of common opportunities to support their needs:

- Stable funding so that the programs can be maintained into the future. Increased funding would allow these programs to be expanded to other schools and areas.
- Better staffing resources for the programs, which could include volunteers, teachers, school administrators, and SNP coordinators.
- Kitchen, freezer, dining and other facilities and physical resources (including trucks) that would enable SNPs to provide the most appropriate foods and have fresh (and often local) produce in each school.



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## APPENDIX: ICONS & SNP SHEETS

The following icons have been used on the case study sheets to identify what areas of the HKS Recommendation 2.8 and the Local Food Act each case study addresses.

Key Area	Description	Icon
Local Food	The program incorporates local food / food literacy in respect to local food.	
Food Literacy	The program incorporates education about where food comes from and how it impacts communities and the environment.	
Cooking skills	The program includes the hands-on experience of cooking.	
Culturally Appropriate	The program has made an effort to be as culturally sensitive as possible.	
Teacher Training	The program incorporates food and nutrition training for teachers.	
Curriculum Links	The program is integrated with the formal curriculum.	
Leadership	The program promotes leadership from students and school food service staff.	
Involve Parents	The program strives to involve parents at school and at home.	
Universal	The program reduces stigma and places a special emphasis on reaching all students who want to participate.	

# 3ACRES TASTEBUDS LOCAL HARVEST PROGRAM

**LOCATION:** Seven schools throughout Hamilton

## ABOUT THE PROGRAM:

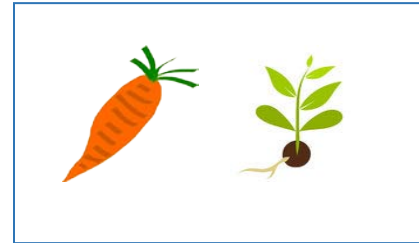
In the fall of 2013, a pilot project was started at 7 different Student Nutrition Programs. The goal is to bring local fresh produce into schools using a sustainable delivery system. 3Acres hires The Hammer Active Alternative Transportation Co-op cyclists to deliver local food orders by bicycle each week. The program encourages students to try new local foods, like kohlrabi, and provides information about produce and recipes to SNP providers.

## HOW IT WORKS:

- Farmers deliver to a central hub (space was provided by the not-for-profit St. Matthews House).
- 3Acres staff sort food into bins for each school.
- Bicycle coop delivers to schools (it takes 3 hours to deliver to all 7 programs).
- Schools get recipe ideas and vegetable profiles.
- Future plan: a mobile refrigerated hub that is accessed by farmers and moves locations as needed.

## CHALLENGES TO OVERCOME:

- Lack of cooking facilities in some schools limits options for food preparation.



## HIGHLIGHTS

- In Fall 2013, local food was served to 830 students in 7 different SNP programs.
- Five farmers gained a new market, leading to a more self-sufficient food economy
- Food was delivered by bicycle, to model a healthy, active lifestyle and sustainable transportation
- Children were exposed to new local foods such as kohlrabi, and foods in a more natural state (carrots with tops rather than baby carrots in package)

# CARROTS FOR KIDS PROGRAM

**LOCATION:** Peterborough, Ontario

## ABOUT THE PROGRAM:

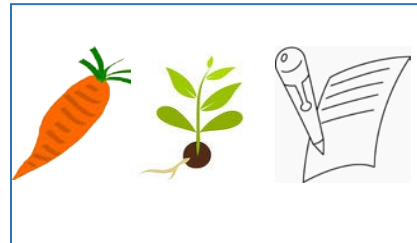
Food for Kids Peterborough and County was inspired to bring more local food into SNP programs after having 15 local schools participate in the National Great Big Crunch, a day of promoting healthy eating and local food. In November 2012, and again in November 2013 and January 2014, the Carrots for Kids program brought locally grown carrots into schools. Based on the positive response, the program has started the Local Food Box with support from the YMCA and the Greenbelt.

## HOW IT WORKS:

- Food for Kids sourced local carrots and a farmer dropped them to a central location.
- 20-pound bags of carrots, along with recipes and resources, were delivered to schools.
- SNP coordinators met to discuss buying local and to share successes.
- The school box program includes carrots, cucumbers, apples and a monthly highlighted food.

## CHALLENGES TO OVERCOME:

- Schools were geographically widespread and it took two days to deliver carrots to all the schools.
- Requires stable funding to cover transportation and staffing costs.



## HIGHLIGHTS

- Used over 400 pounds of carrots in 2012 and 600 pounds in 2013.
- Incorporates local food and farming education into the curriculum, including the poster '5 Reasons to Eat Carrots'.
- 42 different schools tried the food box program initial trial.
- Provided a new market for local carrot farmer, who increased carrot production to meet demand.
- Kids try carrots in new ways - smoothies, muffins, and spreads.

# C.W. JEFFERYS BREAKFAST PROGRAM

**LOCATION:** Toronto, Ontario

## ABOUT THE PROGRAM:

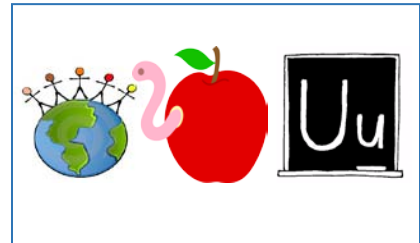
The C.W. Jefferys breakfast program began in 2008, as part of the meal pilot program Feeding our Future. The program offered a healthy breakfast to all students. The short term goals of the program were to improve students' health, behaviour, attendance, attention in school and achievement. Its long term goals are to increase nutrition for the entire family, increase graduation rates, reduce violence in the community and improve health.

## HOW IT WORKS:

- Teachers are responsible for setting up the breakfast table at the student entrance to the school.
- Staff found that a grab-and-go program with fresh produce and foods had a higher level of student participation than other approaches.
- School board offered nutrition training for staff at program onset, and ongoing support in first year.
- There is a conscious effort by the program to make the types of foods that are used culturally appropriate.

## CHALLENGES TO OVERCOME:

- Program increases workload of teachers and administrators.
- Finding reliable funding.



## HIGHLIGHTS

- Teachers are involved in the breakfast program.
- Types of food used are culturally appropriate.
- Program has decreased tardiness, behavioural issues and suspensions, and raised grades.
- Buy-in from the administration is high because they have seen the positive results first-hand.
- Students who may otherwise not eat in the morning get a healthy breakfast.

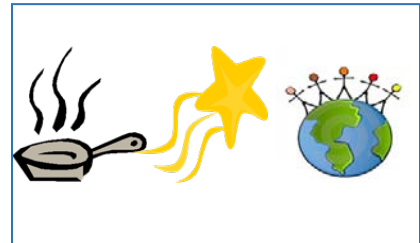


# GLEN SHIELDS BREAKFAST PROGRAM

**LOCATION:** Concord, Ontario

## ABOUT THE PROGRAM:

The Glen Shields Breakfast Program was introduced in 2001 by teacher and coordinator, Paula D’Orazio. Seeing the value in having children share a meal, Paula adapted an existing ‘grab and go’ breakfast SNP into a program that emphasizes sitting down and eating together. The students work together, based on their abilities, to help with organizing, setting up, preparing and cleaning up after the meal.



## HOW IT WORKS:

- Students discuss and provide input into what meals to prepare, including a consideration of different cultural foods.
- Older students learn responsibility and build community by assisting in running the program and helping young students with tasks like pouring milk and cutting food.
- Older students learn about food budgeting skills and the importance of not wasting food when they help with food ordering.

## CHALLENGES TO OVERCOME:

- Hard to incorporate different cultural meals due to allergies.
- Need for more staffing resources- teacher Paula is responsible for supervision, planning, and food orders.

## HIGHLIGHTS

- Creates a community with a focus on health, making friends and eating together. Older students connect with and help younger students.
- Incorporates students’ cultural needs and exposes students to different cultural meals.
- Helps students gain food preparation, peer-interaction, budgeting, and meal planning skills.
- Uses food as a catalyst for making friends and creating community.

# GROWING UP ORGANIC SEASONAL HARVEST PROGRAM

**LOCATION:** Ottawa, Stormont, Glengarry, Prescott and Russell Counties

## ABOUT THE PROGRAM:

The Growing Up Organic (GUO) Seasonal Harvest program launched in fall of 2013 as a partnership between the Canadian Organic Growers (Ottawa-St. Lawrence-Outaouais Chapter), the Ottawa Network for Education and Healthy Eating for Better Learning. The goal is to get students eating more local organic produce while highlighting the benefits of local and organic produce, and to create relationships between schools and farmers.

## HOW IT WORKS:

- 3 schools participated in the 2013 Pilot, and 4 will participate in the Fall of 2014, with more schools expressing interest.
- Weekly order form with local produce availability sent to schools and compiled by GUO.
- Farmers drove to schools to deliver produce directly (schools located near farmers' existing produce delivery route)
- Starting in Fall 2014, the program will simplify its process with one farmer paired with one school.
- Opportunity for students to visit farms.

## CHALLENGES TO OVERCOME:

- Farmer/school link- farmers need to sell enough to justify delivery, schools need to adapt to seasonality of foods.



## HIGHLIGHTS

- Draws on the strengths of each partner (COG links with farmers, SNP providers link with schools); works within existing SNPs.
- Enhances the accessibility of organic food within schools.
- Provides a new market for local farmers.
- Exposes children to new local foods and gives a better understanding of seasonality, the benefits of organic produce, and different ways to eat foods.

# HALTON FOOD FOR THOUGHT FARM TO SCHOOL PROGRAM

**LOCATION:** Various Schools in Halton Region

## ABOUT THE PROGRAM:

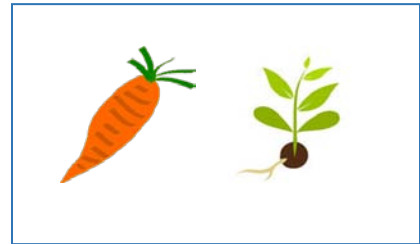
In 2008, Halton Food For Thought (HFFT), in partnership with Halton Region, ran a pilot Farm to School program. The goal was to get more locally grown fruits and vegetables into schools, using existing Student Nutrition Programs. From the initial pilot, Farm to School grew, and in the Fall of 2013 over \$5000 of local produce was brought into schools.

## HOW IT WORKS:

- Program runs for 8 weeks in the Fall (in some years it expanded to run longer).
- HFFT works with farmers to compile an order form of available local produce and then places orders on behalf of schools.
- Farmers deliver to a central hub and HFFT works with a partner organization to deliver food in a refrigerated truck to schools that are unable to pick-up.
- Schools get weekly activity sheets about the food system and featured produce.
- Yearly 'Farm Fresh Friday' event features local farmers visiting a school.

## CHALLENGES TO OVERCOME:

- Stable funding to maintain the program.
- Serving a large geographic area so ideally need a hub in each community to serve all schools and keep delivery costs manageable.



## HIGHLIGHTS

- In Fall 2013, local food was served in over 8000 meals in 29 schools.
- A variety of produce served, including apples, pears, sugar snap peas, cauliflower, broccoli, grape tomatoes and carrots.
- Farm Fresh Friday brought farmers into a school, helping students make the link between the local food and the food system.
- Farmers gained a new market, leading to a more self-sufficient food economy.

# THE JULIEN PROJECT HORTICULTURAL INTERNSHIP PROGRAM

**LOCATION:** Guelph, Ontario

## ABOUT THE PROGRAM:

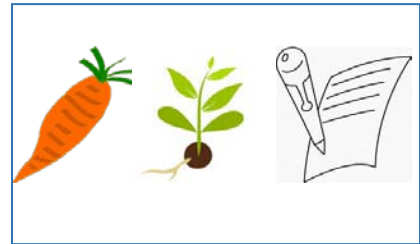
In 2013, The Julien Project partnered with local school boards and the SNP provider Food and Friends. Their goal was to teach horticultural and food preservation skills to marginalized students in alternative high school programs. Students participated in planting, maintaining, harvesting and preserving food at The Julien Project's plot of land, gaining practical food preservation skills and learning first-hand the economic, health and other benefits of growing and preserving food.

## HOW IT WORKS:

- 30 students from three high schools participate one morning a week.
- Activities include making salsa, pie and soup, canning beets, picking, composting, and seed saving.
- Final products are used in various SNP programs run by Food and Friends.
- Students in the program make comparisons of taste, economic and environmental costs, and health of locally preserved foods versus store-bought foods.

## CHALLENGES TO OVERCOME:

- Difficult to fit the harvest program into the traditional school day curriculum, so currently limits participation to alternative high school programs.



## HIGHLIGHTS

- Students at risk of food insecurity learn how to can and preserve and increase healthy food intake for a low price.
- Some students took the Public Health Safe Food Handling course and gained employable skills.
- Teaches critical thinking skills in relation to the food system.
- Increases the local food being used in the SNP programs throughout the region.
- Work with The Julien Project counts towards a high school science course.

# VON PLENTIFUL HARVEST COLLABORATION

**LOCATION:** Windsor and Essex Counties

## ABOUT THE PROGRAM:

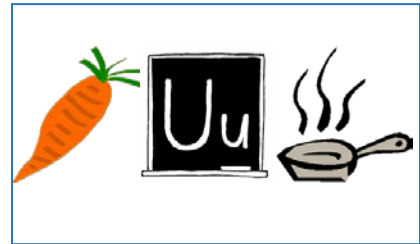
The SNP provider VON Canada worked with the Unemployed Help Centre's Plentiful Harvest food hub in a pilot bulk food buying and processing program. The goal of the program was to provide more fresh fruit and vegetables to a universal SNP program, using the power of bulk purchasing to reduce the costs.

## HOW IT WORKS:

- VON sources food from local farmers and wholesalers, including No. 2 products (produce that does not meet size, shape or blemish-free requirements) at a reduced cost.
- The warehouse at Plentiful Harvest stores the produce. A delivery is made twice a week to schools for a full school healthy snack program.
- Co-op high school students work to prepare food under the supervision of a chef in the community kitchen at Plentiful Harvest, gaining food preparation skills.

## CHALLENGES TO OVERCOME:

- Need the support and buy-in from multiple stakeholders (the school board, community and each school), because each school was being served the same menu.



## HIGHLIGHTS

- An innovative partnership between the SNP provider and a local food hub.
- The 2013 pilot program provided snacks in 110 classrooms.
- Reduced the cost to about 25 cents a serving while increasing the use of local produce.
- Provided a new market for local farmers' No. 2 products.
- High School students gained kitchen skills in the co-op placement.

# WAKE UP WELLINGTON

**LOCATION:** Fergus, Ontario

## ABOUT THE PROGRAM:

The program's goal is to reach high school students who need a healthy and nutritious start to the day, five days a week. A focus of the program is to break down the stigma that can be attached to SNPs. Students in the culinary arts program help prepare fresh and nutritious foods and gain baking and cooking skills. The school community at Centre Wellington District High School benefits from healthy meals that are made mostly from scratch.

## HOW IT WORKS:

- Every Monday and Tuesday, students in Chef DeBeyer's culinary classes prepare food for the week. Foods include quick breads, muffins, and oatmeal.
- Breakfast is served before classes start and are free or people can donate to a donation jar.
- A soup and bun lunch costs \$1 or can use a pre-paid punch card (with cards available for free to students in need).

## CHALLENGES TO OVERCOME:

- Need for more staffing resources- currently Chef DeBeyer takes on planning, shopping, preparing, serving and paperwork.
- Sometimes difficult to fit food preparation within the curriculum.



## HIGHLIGHTS

- Offered five days a week, the breakfast program serves between 400-500 students daily. The lunch program serves up to 150 students a day.
- The whole school community is invited to eat, including the staff, which reduces stigma.
- Students in the culinary program contribute to the school community.
- Students are exposed to new and different foods and experience food made from scratch.