CASS College of Alberta School Superintendents

Continuing Education Program

LEARNING LAB

Alberta School Nutrition Programs



CASS College of Alberta School Superintendents

© Copyright 2026

College of Alberta School Superintendents
Suite 1300, First Edmonton Place
10665 Jasper Avenue
Edmonton, AB T5J 3S9
P: 780.540.9205
E: admin@cass.ab.ca
www.cass.ab.ca

All photos are from AdobeStock.

CC BY NC SA

Table of Contents

2 **Overview**

3 **Introduction**

4 **Acknowledgements**

5 **Connection to Research**

10 **Disclaimer**

11 **Case Study:**
Aspen Valley Elementary School

14 **Case Study:**
Forest Hill School

17 **Case Study:**
River City High School

20 **Case Studies: Action Plan - Background**

23 **Case Studies: Going Deeper - Synthesis & Action Plan**

24 **Case Studies: Action Plan Framework**

25 **Pulling It All Together**

27 **Notes**

28 **References**

Overview

- Learning Labs are designed to facilitate active learning, collaboration, and practical application of knowledge as it relates to system education leadership.
- Learning Labs are designed to be worked through independently or collaboratively. Learning Lab sessions will be offered at CASS Conferences, but the resources are also designed for use by individuals or teams outside of conference sessions.

Connection to Research

- Learning Labs are used in various educational settings, including schools, universities, professional development programs, and corporate training, to enhance learning outcomes and provide a dynamic and immersive learning experience.
- Each Learning Lab includes relevant research related to the topic of the lab.

Application

- Stories of practice case studies demonstrate the application of the concept within a school authority.
- Practical application and reflective exercises help solidify understanding of the material and allow participants to apply their learnings to their own context.
- Learning Lab topics can be applied to a variety of school authority contexts.



Study

- Each Learning Lab allows participants to deepen their understanding of a specific topic and reflect on related case studies from practice.
- Interactive and hands-on elements keep participants actively engaged in their learning process.
- The focus on real-world application aids in developing practical skills that can be directly applied in professional or personal contexts.

Synthesis

- Stories of practice case studies are accompanied by synthesis questions designed to allow participants to synthesize their learning and consider applications to their own context and/or professional growth as a system education leader.
- When Learning Labs are done in a collaborative setting, the sharing of diverse ideas and experiences can contribute to system education leaders' learning.

Introduction

- The purpose of this Learning Lab is to inform and strengthen excellence in system education leaders' professional practice as it relates to school nutrition programs.
- Participants will explore system education leadership strategies and professional practice for supporting and enhancing school nutrition programs in schools.
- This Learning Lab has been designed to align with the following Professional Practice Standards:



Learning Outcomes

Participants in this Learning Lab will:

- analyze the benefits of school nutrition programs for students,
- interpret current research about school nutrition programs,
- reflect upon learning lab content within their local context, and
- develop an action plan based upon their context.

Guiding Questions

- How do system education leaders envision school nutrition programs in their school authority?
- How do system education leaders develop, implement and assess an effective school nutrition program?

These questions guide leaders, whether school-based or in a central or divisional office, to consider, develop, or enhance an effective school nutrition programs.

CEP Credits

- For information on credit allocation for the completion of this Learning Lab, please refer to the Accreditation Requirements document on the CASS CEP website.

Acknowledgements

This Learning Lab was made possible by the generous support and cooperation of many system education leaders who shared their insights and experiences about system education leadership and school nutrition programs. Their willingness to contribute their expertise has been invaluable in developing this learning opportunity.

Thanks to:

- Alberta Education and Childcare – Conditional Grant Funding
- Alberta Education and Childcare representatives, Nathan Freed, Executive Director, Field Services Sector, and Kimberly Emerson, Executive Director, Stakeholder Relations Sector for their input in the online survey

Special thanks to these reviewers who provided valuable insight and thoughtful contributions to this Learning Lab:

- Corinne J. Kruse , Director of Teaching & Learning, Grande Prairie Public School Division
- Trevor Mitchell, Deputy Superintendent, Living Waters Catholic Separate School Division
- Cheryl Shinkaruk, Manager: Programs & Projects, Edmonton Catholic School Division
- Garry Tink, Education Director, Area 7, Calgary Board of Education



Connection to Research

Introduction

School nutrition programs play a critical role in the overall health, well-being, and academic success of children and youth. In some instances, providing nutritious breakfast, snacks, or lunches is essential to the health and learning capabilities of children and youth. Funding provided by the Government of Alberta (School Nutrition Program) and the Government of Canada (National School Food Program) through the Canada – Alberta National School Food Program Agreement – 2024 to 2027 helps school authorities provide food, especially to those who need it most. School nutrition programs help reduce inequities related in accessing nutrition and in esablishing food security.

In Alberta, the *Alberta Nutrition Guidelines for Children and Youth* (Government of Alberta, 2012), guides school authorities in providing meals and snacks that are consumed outside of the home. Such programs become opportunities for children and youth to learn about healthy and nutritious food choices. This synthesis of recent literature and school authority input through an online survey and focus group is intended to support system education leaders in the development, maintenance, and enhancement of school nutrition programs (See the full study: School Nutrition Programs Study 2026*)*.

Connection to Research

Purposes of School Nutrition Programs

The primary objective of school nutrition programs in Canada is to improve student health outcomes (Badyal & Moffat, 2025; Carducci et al., 2025; Everitt et al., 2022; Florence et al., 2008; Godin et al., 2017; Russell et al., 2007). These programs also aim to positively impact student learning and academic performance (Florence et al., 2008; Jollimore & Fisher, 2016; Murray et al., 2007). Policies within Alberta school authorities specifically focus on fostering student health, enhancing learning potential, and establishing lifelong healthy habits (Government of Alberta, 2012, 2025). Furthermore, a core goal is ensuring that all children and youth have access to nutritious food within an inclusive, non-stigmatizing environment (Badyal & Moffat, 2025; Everitt et al., 2022; Godin et al., 2017; Mullally et al., 2010). Recently, the focus of some programs has shifted from addressing childhood obesity to a greater concern for food security and the availability of culturally acceptable food, and high-nutrient food choices (College of Alberta School Superintendents, 2026; Gillies, Alexander Research Committee, et al., 2020).

The *Alberta School Nutrition Programs Study* (College of Alberta School Superintendents, 2026) received input from some of Alberta's system education leaders responsible for school nutrition programs through online surveys and a focus group where several additional points were raised. Policies and procedures were considered to be important, provided that clear direction and guidance was given to school staff and to those handling the food, preparation, and clean up. Survey respondents and focus groups participants emphasized the role of relationship building with parents, local non-profit and business organizations, food suppliers, grocery stores, and restaurants. School authority leaders and school-based leaders have to work closely with one another to ensure that the broader community is engaged in supporting nutrition programs. Working collaboratively within a school and school authority is necessary and challenging given the multiple education priorities that face schools and their communities. Finally, ensuring that accessibility to food was universally available to students was considered to be important to reduce stigma for those requiring nutrition and an appropriate way to address inequity.



Connection to Research

Potentially Effective Actions Identified in the Study

- **Comprehensive School Health Approach:** Programs are most successful when they integrate a framework of nutritious food options with health and physical education, regular physical activity, and supportive school environments.
- **In-House Preparation and Student Involvement:** Preparing food in-house is identified as a sustainable, lower-cost alternative to outside vendors. Involving students through curricular programs, such as Career and Technology Studies, further reduces costs while enhancing valuable skill building and food literacy of secondary students.
- **Reducing Stigma:** Implementing "grab and go" stations in multiple locations and ensuring universal availability (offering food to all students rather than just those identified as in need) are effective tactics to reduce social exclusion.
- **Local Autonomy and Partnerships:** Allowing for flexibility and local decision-making ensures programs meet unique community and cultural needs (e.g., working with Indigenous partners, distinct linguistic or ethnic groups, restaurants, grocery stores) .
- **Dedicated Program Leadership:** Establishing a dedicated school nutrition team or coordinator can help maintain, enhance, and establish vital partnerships and ensure operational integrity of the program.
- **Resource Management:** School authorities can reduce costs by purchasing equipment in bulk and investing in food preparation programs at the secondary school level to supply nutrition to other schools.
- **Monitoring the Program:** Identifying what is measurable and tracking activities are key elements in the success of nutrition programs (i.e., number of students served, nutritional value of snacks or meals, number of opportunities to deepen understanding of physical well-being).

Connection to Research

Implementation Challenges Identified in the Study

- **Financial and Resource Constraints:** The most prominent challenge is funding instability and the rising costs of food, equipment, and staff. Current funding levels are often cited as insufficient to meet the high demand for these programs.
- **Staffing and Capacity:** Maintaining adequate staffing is difficult due to high turnover among volunteers and staff, which leads to increased training costs and operational disruptions.
- **Social and Cultural Barriers:** Challenges include the stigma associated with receiving food support, a lack of culturally aligned food options (such as Indigenous, kosher, or halal foods), and student preferences for easily accessible low nutrient and high caloric foods.
- **Infrastructure and Logistics:** Many schools have inadequate food preparation and storage equipment, as well as time barriers like short lunch periods.
- **Communications:** Providing appropriate information to families regarding the purposes and parameters of school nutrition programs can be challenging.
- **Data Collection:** Identifying appropriate data to collect and track for accountability purposes is difficult.
- **Policy Compliance:** Ensuring consistent implementation of nutrition guidelines across all schools—including monitoring vending machine compliance—remains an administrative hurdle.

School authority leaders and school-based staff are working diligently to address learning barriers. School nutrition programs are one element in a constellation of actions system education leaders and school leaders must take to support students in achieving educational goals (College of Alberta School Superintendents, 2026).

Connection to Research

- Use these self-reflective questions to consider the connection between the research and your local context.

Questions to Consider:

- As you read Connection to Research, consider your school authority priorities, its vision, and your goals for a school nutrition program.
- What is the context of your school authority in terms of school nutrition programs? For example, you may consider the socio-economic make up of students and families, their ethnic diversity, and the general makeup of school authority staff.
- What do you hope to achieve with a school nutrition program? For example, you may wish to draft a vision or mission statement regarding a school nutrition program for your authority.
- What do you anticipate the opportunities and challenges of a nutrition program to be for your school authority?

Disclaimer

The case studies and examples, although intended to be realistic, are entirely fictional and were created for professional learning purposes only. Any resemblance to actual persons, students, staff members, schools, or school divisions, past or present, is purely coincidental. The names of individuals, schools, and communities used throughout are fictional and do not represent any real people or organizations.

The scenarios are designed to support reflection, dialogue, and professional growth among Alberta system education leaders and should not be interpreted as depictions of real events or circumstances.

Case Study A
Aspen Valley Elementary School

Context

Aspen Valley Elementary School (K-6) is located in a small town in rural Alberta. It has a student population of 160 students, most of whom are bussed to the school each day. The town has two small churches that have combined their efforts to develop a local food bank. The town also has two small cafes and a grocery store supported by the local population.

The board of trustees has made it a priority to address food insecurity in the school authority and the senior administration identified that Aspen Valley Elementary School be provided some additional funds and a part-time nutrition coordinator to support the effort.

The school administration, with input from the school council and staff, felt that no single student or family should be identified as food insecure to avoid stigma or social exclusion. The commitment was made to provide a mid-morning snack to all students in the school, thereby ensuring that food was made universally accessible. Food choices were aligned with the Canada Food Guide and with input from students, Indigenous leaders, and cultural groups present in the school. These actions were supported by a review of research carried out by school authority staff.

Through school council newsletters, families were invited to call the school if they needed additional food, and this was done as discreetly as possible. Callers did not have to provide proof of their need. Any additional or leftover food was packaged and put into backpacks of families who needed the food.

The part-time nutrition coordinator ensured that snacks aligned with the *Alberta Nutrition Guidelines for Children and Youth* resource manual. The school administration assigned an educational assistant (one hour per day) to assist with the food preparation and clean up. Additional assistance, in the form of volunteers, was coordinated by the nutrition coordinator. Two refrigerators were donated by parents from the school council.

Application

The school council newsletters, however, did not reach all parents or families. Either the newsletters did not make it into homes, or parents did not read or pay close attention to the school snack program announcement. Some parents approached the school administration to ask about the snack program and why their children were given food. Some parents voiced opposition to the school nutrition program because they felt their children did not need food or they simply did not understand the goals of the program.

The board of trustees of the school authority heard about some issues related to school nutrition programs. The board requested that the superintendent and other system education leaders undertake a communication plan to inform the entire parent population about the goals of the program. The decision to implement a universal mid-morning snack was informed by research indicating that universal access reduces stigma, increases participation, and supports consistent student energy and focus throughout the school day.

The school board also introduced policy in support of school nutrition to address food insecurity for students. The senior administration developed procedures to support the policy. School-based administration had to address the policy and procedures in their schools. Aspen Valley Elementary School had to communicate to the parent and student population how it was going to meet the policy and procedure goals and actions.

?

In this situation, how would you go about analyzing the case study context and applying your ideas to come up with an action plan?

Case Study A - Reflection and Application

Use these self-reflective questions to consider the connection between the case study and your local context.

Reflection and Application Questions to Consider:

1. Who are all the affected parties in this situation? What do each of the parties want or expect in their respective roles? What differences or similarities emerge?
2. What does the research have to say about this situation?
3. What is a tentative action plan to address this situation? What communication strategies would best address parent concerns while maintaining dignity and transparency?
4. Who will have to carry the action plan out, what will have to be done, and for what reasons?
5. How will the affected parites know that this plan is successful? What are the indicators that the program is successful for students, families, and the school community?

Case Study B
Forest Hill School

Context

Forest Hill School is a K-9 school located in a small city in Alberta with a student population of about 600 students. Most students lived within the small city and walked or were bussed to school.

The city serves a wide rural farming region, and has some industry and manufacturing businesses. In the school neighbourhood, there are three churches, a mosque, and a Jewish temple. The city has a well-developed food bank system. The school neighbourhood also has five restaurants and two large grocery stores. As a local public school, its student population has a mix of socio-economic, ethnic, linguistic, and Indigenous backgrounds.

To address the local perception that students were coming to school hungry (based on staff observations and informal feedback), the school and school authority administration worked together to develop a school snack program. The school council saw the need for snacks for students and was supportive of the program. The school administration was supportive and highly engaged in the nutrition program.

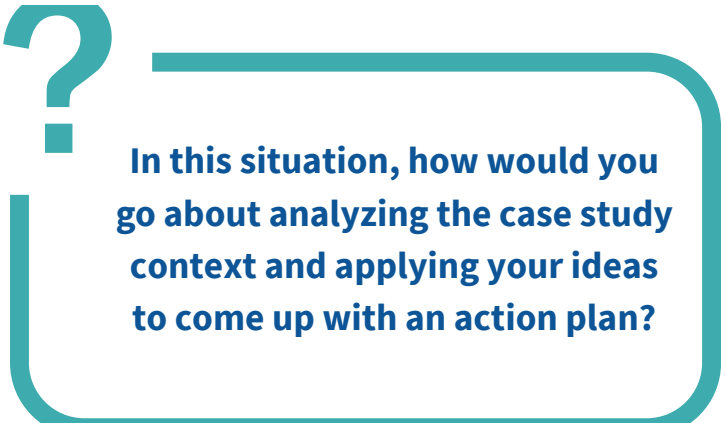
As a result of ongoing local support, a mid-morning snack was provided to all students, and the program was operating smoothly with a consistent core of eight volunteers. The diverse socio-economic and cultural backgrounds required the program to be inclusive, culturally responsive, and accessible to all. The nutrition program met all the regulatory requirements.

Case Study B
Forest Hill School

Application

Due to difficult economic changes in the area surrounding the city, the demand on the local food bank has increased tremendously. The local food bank is the primary supplier of snacks to the school, and it can no longer meet the demand. The school must determine what it will do.

The snack supply is now less than half of what has been previously available. School administrators are approaching the restaurants and the grocery stores to see if they may be able to support the nutrition program. The school administration is building relationships in order to bolster the program. However, school leaders must determine whether they seek out new food suppliers or if the snack program should become targeted, instead of universal.



Case Study B - Reflection and Application

Use these self-reflective questions to consider the connection between the case study and your local context.

Reflection and Application Questions to Consider:

1. Who are all the affected parties in this situation? What do each of the parties want or expect in their respective roles? What differences or similarities emerge?
2. What does the research have to say about this situation?
3. What is a tentative action plan to address this situation? What are possible decisions school leaders may have to make? What are the implications of such decisions?
4. Who will have to carry the action plan out and what will have to be done?
5. How will the affected parties know that this plan is successful? What are the indicators that the program is successful for students, families, and the school community?

Case Study C
River City High School

Context

River City High School incorporates grades 10-12 and has a population of 1200 students. It offers well-developed career and technology studies (CTS) programming and has a highly successful foods program. Students from other areas of the city come to the school to participate in the foods program, as well as other CTS programs. The foods program provides students with authentic experiential learning and skills, while contributing to community well-being.

A middle school and two elementary schools approached the high school to determine if the high school would be able to provide cold lunches for select students in their schools. Through this targeted approach, it was determined that 150 lunches would be needed three times per week. The schools developed a method for families to apply discreetly for the lunch program, to maintain their dignity and privacy.

The high school has the capability to do this and meets all regulatory requirements to provide the food, specifically related to correct permits for the facility and appropriate training for the student food preparers. The receiving schools arrange pick up and distribution of the lunches.

Case Study C
River City High School

Application

Administrators of the elementary and middle schools identify individuals to regularly pick the lunches up and distribute them for this targeted nutrition program. The families receiving the lunches confirmed their need through a signup process consistent across all schools. The approach to confirm the families was designed to be as non-intrusive as possible, with families simply identifying that they needed the lunches for their children, without additional personal information required.

The program has been very successful, but, each of the schools now have requests from families that go beyond the lunches they have been providing. Administrators estimated that the schools would need 210 lunches three times per week. The high school has indicated that the most they can provide is 180 lunches three times per week. The high school administrators must address the tension of meeting the educational and curricular needs of its students with the need to support the students and families at the other schools. Food costs and appropriate food storage are also considerations. The elementary and middle school administrators must find a way to manage the increased demand for food.



In this situation, how would you go about analyzing the case study context and applying your ideas to come up with an action plan?

Case Study C - Reflection and Application

Use these self-reflective questions to consider the connection between the case study and your local context.

Reflection and Application Questions to Consider:

1. Who are all the affected parties in this situation? What do each of the parties want or expect in their respective roles? What differences or similarities emerge?
2. What research evidence applies to this situation?
3. What are possible actions that could be taken to address this situation? What are possible decisions school leaders may have to make? What are the implications of such decisions?
4. Who will have to carry the action plan out and what will have to be done?
5. How will the affected parties know that this plan is successful? What are the indicators that the program is successful for students, families, and the school community?

Background

This content is based on Fullan and Quinn's (2016) book *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. Each content area is a synthesis of the concepts from this book.

Focusing Direction

- The work of focusing direction belongs to leaders who ask appropriate questions and gather information with a bias toward action that improves the lives of students and staff. Focusing the direction helps people in the organization align their actions rather than working at cross-purposes.

Focusing direction work requires:

- clearly stated purposes - state the moral imperative
- goals that impact - identify what matters most
- clarity of strategy - be transparent, authentic, build a shared mind-set
- change leadership - participate as learners, build vertical and horizontal capacity and integration within the school authority and school

(pp. 17-46)

Background

This content is based on Fullan and Quinn's (2016) book *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. Each content area is a synthesis of the concepts from this book.

Cultivating Collaboration

- Culitvating a collaborative culture requires leaders to put into their own practice the ways in which they want people to work together.

Cultivating collaboration requires:

- a culture of growth - focusing on the growth of individuals and groups and supporting them as they work together
- learning leadership - modelling learning and learning alongside others in non-judgemental ways
- capacity building - encouraging individuals to reach stretch goals and actions by providing support and encouragement
- collaborative work - guiding and supporting individuals for personal growth and for sustained and systemic impact

(pp. 47-75)

Background

This content is based on Fullan and Quinn's (2016) book *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. Each content area is a synthesis of the concepts from this book.

Securing Accountability

- Leaders are accountable for their decisions and actions. Leaders must assure the people and communities they work with that their efforts are valuable and necessary, which secures trust in action.

Securing accountability requires:

- internal accountability - individuals and the collective group work transparently to hold themselves accountable for their stated outcomes
- external accountability - system education leaders, school leaders, and the school authority reports transparently what has been achieved and how outcomes will be achieved over time

(pp.109-126)

Case Studies
Going Deeper - Synthesis & Action Plan



This action plan framework is based on Fullan and Quinn's (2016) book *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. You may choose elements of this page as the basis of an action plan for you or your school authority.

Focusing Direction

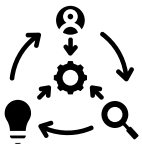
- What do we want to achieve? (Vision)
- What are the components needed to achieve the vision?
- Who are the affected parties related to school nutrition programs?
- Who needs to be part of the discussion regarding the details of a school nutrition program? Who is making the final decision?

Cultivating Collaboration

- Who participates on the organizational decisions? What input is gathered and how is the input used?
- How is student voice incorporated in a nutrition program? At what stage is their input gathered and used?
- How will common language and outcomes be communicated and used in developing staff capacity, whether paid or volunteer?

Securing Accountability

- What measures will the school authority use to determine the effectiveness of the school nutrition program? For example, you may consider how many students are served on a weekly basis, the nutritional quality of the food, the diversity of culturally diverse food options, to the learning opportunities for students to deepen understanding of physical well-being.
- How will the measures be used to encourage the integrity of staff action for the program?
- How will the measures be used and shared externally to support staff and students participating in the nutrition program?



Action Plan Framework

This action plan framework is based on Fullan and Quinn's (2016) book *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. You may choose elements of this page as the basis of an action plan for you or your school authority.

Focusing Direction

- What do we want to achieve? (Vision)
- What are the components needed to achieve the vision?
- Who are the affected parties related to school nutrition programs?
- Who needs to be part of the discussion regarding the details of a school nutrition program? Who is making the final decision?

Cultivating Collaboration

- Who participates on the organizational decisions? What input is gathered and how is the input used?
- How is student voice incorporated in a nutrition program? At what stage is their input gathered and used?
- How will common language and outcomes be communicated and used in developing staff capacity, whether paid or volunteer?

Securing Accountability

- What measures will the school authority use to determine the effectiveness of the school nutrition program? For example, you may consider how many students are served on a weekly basis, the nutritional quality of the food, the diversity of culturally diverse food options, or the learning opportunities for students to deepen understanding of physical well-being.
- How will the measures be used to encourage the integrity of staff action for the program?
- How will the measures be used and shared externally to support staff and students participating in the nutrition program?

Pulling It All Together

- Use the following questions to connect your learning to your own context and role as a system education leader.

Leading for Coherence: Commitment to Action

- How do you pull these actions together to develop a coherent plan to implement an excellent school nutrition program?
- In creating an action plan, what appears to be well-developed and what is in need of deeper attention? How will you develop coherent priorities and messages for school authority leaders, staff participants, and students participating in the school nutrition program?

Pulling It All Together

- Use the following questions to connect your learning to your own context and role as a system education leader.

Leading for Coherence: Key Take Aways

- What are your most important takeaways from this Learning Lab? How will these takeaways impact your learning and practice?
- What would you share with a colleague about this Learning Lab experience?
- What makes your learning today meaningful and relevant?
- What ideas, strategies, or resources do you want to explore further?

Notes





References

Badyal, P., & Moffat, T. (2025). Considerations for diverse, equitable, and inclusive school food programs in the USA and Canada. *Health Promotion International*, *40*(2), Article daaf015. https://doi.org/10.1093/heapro/daaf015

Carducci, B., Dominguez, G., Kidd, E., Oh, C., Jain, R., Khan, A., & Bhutta, Z. A. (2025). Promoting healthy school food environments and nutrition in Canada: A systematic review of interventions, policies, and programs. *Nutrition Reviews*, *83*(2), e356–e391. https://doi.org/10.1093/nutrit/nuae030

College of Alberta School Superintendents. (2026). *Alberta school nutrition programs study*. https://cass.ab.ca/wp-content/uploads/2026/04/Alberta-School-Nutrition-Programs-2026.pdf

Everitt, T., Engler-Stringer, R., & Martin, W. (2022). Determining promising practices for Canadian school food programs: A scoping review. *Journal of Hunger & Environmental Nutrition*, *17*(6), 743–762. https://doi.org/10.1080/19320248.2020.1823925

Florence, M. D., Asbridge, M., & Veugelers, P. J. (2008). Diet quality and academic performance. *The Journal of School Health*, *78*(4), 209–215, 239–241. https://doi.org/10.1111/j.1746-1561.2008.00288.x

Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin.

Gillies, C., Alexander Research Committee, Farmer, A., Maximova, K., & Willows, N. D. (2020). Alexander First Nations parents' perceptions of a school nutrition policy. *Canadian Journal of Dietetic Practice and Research*, *81*(2), 66–71. https://doi.org/10.3148/cjdpr-2019-026

Godin, K. M., Kirkpatrick, S. I., Hanning, R. M., Stapleton, J., & Leatherdale, S. T. (2017). Examining guidelines for school-based breakfast programs in Canada: A systematic review of the grey literature. *Canadian Journal of Dietetic Practice and Research*, *78*(2), 92–100. https://doi.org/10.3148/cjdpr-2016-037

References

Government of Alberta. (2012). *Alberta nutrition guidelines for children and youth*. https://open.alberta.ca/dataset/1c291796-4eb0-4073-be8e-bce2d331f9ce/resource/3319786c-1df1-43ca-8693-067f733682dc/download/nutrition-guidelines-ab-children-youth.pdf

Government of Alberta. (2025, December 19). *School nutrition program.* https://www.alberta.ca/school-nutrition-program

Jollimore, S., & Fisher, R. (2016). Survey results: Healthy school learning communities of practice. *Physical & Health Education Journal, 82*(1), 1–10. https://www.proquest.com/pq1education/docview/1809613229/abstract/39857A9F917B4787PQ/24

Mullally, M. L., Taylor, J. P., Kuhle, S., Bryanton, J., Hernandez, K. J., MacLellan, D. L., McKenna, M. L., Gray, R. J., & Veugelers, P. J. (2010). A province-wide school nutrition policy and food consumption in elementary school children in Prince Edward Island. *Canadian Journal of Public Health, 101*, 40–43. https://doi.org/10.1007/BF03405560

Murray, N. G., Low, B. J., Hollis, C., Cross, A. W., & Davis, S. M. (2007). Coordinated school health programs and academic achievement: A systematic review of the literature. *The Journal of School Health, 77*(9), 589–600. https://doi.org/10.1111/j.1746-1561.2007.00238.x

Russell, J. A., Evers, S., Dwyer, J. M., Uetrecht, C., & Macaskill, L. (2007). Best practices among child nutrition programs in Ontario: Evaluation findings. *Journal of Hunger & Environmental Nutrition, 2*(2/3), 111–127. https://doi.org/10.1080/19320240801891511

CASS College of Alberta School Superintendents

Continuing Education Program