

Supplement to: Alonge O, Homsy M, Rizvi MS, et al. Implementation of school nutrition policies to address noncommunicable diseases in Uzbekistan and Kyrgyzstan. *Glob Health Sci Pract.* 2024;12(3):e2300442. <https://doi.org/10.9745/GHSP-D-23-00442>

SUPPLEMENT

SCHOOL NUTRITION POLICIES (SNP) FOR PRIMARY AND SECONDARY PREVENTION OF NCD RISK FACTORS

School Nutrition Policies (SNP) are developed and implemented at the state and local levels to provide healthy food/beverages, restrict certain foods or beverages, set nutrient standards for foods sold outside school meal programs, and to provide guidance and direction for local school boards.

Priority interventions in SNPs include:

- a. School Food Policies:
 - a. Provision of Nutritional (*food-, energy- and/or nutrient-based*) Standards for Menu Composition
 - b. Direct Provision of Healthy Foods/Beverages
 - c. Meal Plans (e.g., the U.S. National School Lunch/Breakfast Programs).
 - d. Regulating (Restrictions/Prohibitions/Standardization of)Competitive Foods
- b. Nutrition Health Education
- c. Screening and Monitoring – Children’s Health Indicators
- d. Staff, Administrative and Student Education
- e. Policy Implementation and Support Strategies

Section A: Defining SNP	
What are the objectives of the SNP? What does it hope to address?	
What <i>priority interventions</i> are included the in SNP?	
What is the <i>evidence of the effectiveness or efficacy</i> of the included priority intervention(s)?	
Who were the stakeholders involved in the development of the policy?	
Briefly describe strategies/methods that were adopted to get support from administrators, food services group, and parents, and for avoiding opposition?	

Is there any <i>enforcement</i> included as part of the SNP package?	
Briefly describe this enforcement strategy and the institutions, organizations or individuals involved in maintaining the enforcement.	

For each priority interventions listed (including the enforcement strategy) above, please complete the table below (*please copy and paste the table for each subsequent intervention/strategy*):

Priority intervention #1	
In general terms please describe the intervention, including its various components and relevant strategies.	
Please describe the implementation strategy for the specified intervention component, using the following prompts. <i>Note: Please refer to the list of strategies available at the end of this document to guide you. If the particular strategy being used is not included in the list, please describe it in your own terms.</i>	
What is the name of the strategy/ies for implementing this intervention (or included as part of this intervention)?	
What policy element(s) does the strategy/ies address (<i>please be specific as much as possible</i>)? Policy elements include ⁽³²⁾ : <ul style="list-style-type: none"> • The school community (e.g., parents, teachers/administrators, food vendors/caterers, local retailers, farmers, community groups, and media group) • School curriculum • The school environment (e.g., school meals, food clubs, vending machines, subscriptions for fruit, vegetable, access to water) • School nutrition and health services 	
What food items or standards (food-, energy- or nutrient-based standards) does the strategy/ies focus on?	
Provide any other general description of this strategy or strategies.	
Who is responsible for delivery of this strategy/ies?	
What steps or processes are being followed to implement the strategy/ies?	

What is the target of the strategy/ies (e.g., students, parents, teachers, administrators, parents, schools, food vendors, district educational agency)? What is the unit of analysis?	
When is the strategy/ies being used or applied? Is there a specific order or sequence being followed?	
What is the dosage ⁽²⁵⁾ of the strategy/ies (amount, frequency, intensity)? (How frequently do you use this strategy (e.g., every time the intervention is applied, once in a month, once during the program cycle?)	
What is the implementation outcome (from the Proctor et al. framework ⁽³⁶⁾) being targeted?	
What is the evidence supporting the choice of this strategy?	
Where is the strategy/ies meant to operate? <i>E.g. at the individual level, the school level, the community level, the policy level, other?</i>	
What led you to decide on this strategy/ies? <i>E.g. what is the justification for using this strategy to address this intervention component?</i>	

Training Intervention and implementation strategy	
In general terms please describe the plan for orienting and training the implementing team (and other implementers) on the <u>intervention</u> .	
In general terms, please describe the plan for orienting and training the implementing team (and other implementers) on the <u>strategy for implementing</u> the intervention.	
Please describe the training on this intervention component, using the following prompts.	
<i>Confidence/Self-Efficacy.</i> How is it ensured that implementers are confident in the intervention and the information that they have about the intervention?	
<i>Style.</i> What characteristics make for the ideal delivery of the intervention by a team member? <i>E.g. Empathy, good listening skills</i>	
<i>Content.</i> What are the materials that will be provided to the implementation team for delivering and documenting the intervention?	
<i>Practice.</i> How will team members practice delivering this intervention?	

Section B: Status of Policy Implementation:	
<i>National and sub-national levels:</i>	
Is there national and/or state legislations that address the SNP package described under Section A above?	
What is the degree to which the SNP package has been implemented at the national and sub-national levels?	
What are the main facilitators (e.g., actors, organizations, institutions, other policies, technologies, political forces, and socio-cultural practices) to policy implementation at these levels?	
What are the main barriers (e.g., actors, organizations, institutions, other policies, technologies, political forces, and socio-cultural practices) to policy implementation at these levels?	
What considerations were made to address inequity in the policy implementation process, e.g., ethnic, linguistic, educational, demographic, and socioeconomic considerations at the national and sub-national levels?	
List at least 2-3 unintended consequences of the policy implementation at these levels.	
<i>Community level:</i>	
Is there access to healthy food in the surrounding community?	
What is the proximity of school sites to neighborhood stores, restaurants, and mobile food vans?	
Do local public agencies have exclusive contracts with soda companies and fast-food vendors?	
What other obesity prevention programs and policies exist in the community?	
How does education funding impact nutrition in the community's schools?	
What are the community social and cultural norms and beliefs surrounding nutrition?	

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How well does the community facilitate or hinder healthy eating?	
<i>School level:</i>	
What is the degree to which the SNP package has been implemented at the school level?	
How does the SNP package change the foods and beverages available in schools?	
How does the SNP package change the resources available for nutrition education in schools?	
How does the SNP package change the revenue generated from food and beverage sales at the school level?	
Does the SNP package allow foods and beverages sold for fundraising to encroach on Food Service sales?	
Does the SNP package influence how food and beverage revenues are used?	
What other school/district-level policies inhibit/facilitate implementation of the SNP package?	
What is the perceived importance or acceptance of policy by school administrators, school food service staff, parents, students?	
Were there funding/incentive requirements for implementation of the policy?	
What were the challenges to policy implementation and reactions of students and faculty?	
What are the unintended consequences of the policy?	

Section C: Policy Evaluation:	
<i>School level:</i>	
How does the SNP affect student food and beverage consumption in and out of school?	

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How does the SNP affect student fitness levels?	
What are the student attitudes toward the SNP?	
Does the SNP impact school meal participation? How?	
Does the SNP change the student knowledge, practice and/or behavior regarding healthy nutrition? How?	
How does the SNP affect student weight and BMI?	
How does the SNP affect academic achievement?	
How does the SNP affect school/classroom related behavior?	