



Healthy Eating & Active Living Policy

GOAL: To establish the framework in which the Sir Wilfrid Laurier School Board and its schools will fulfill their respective responsibilities in accordance with the document with the MELS Framework Policy on Healthy Eating and Active Living.

Resolution n°

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Revision:

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SECTION I: NUTRITION AND FOOD SERVICES, SCHOOL MENUS, VENDING MACHINES, HEALTHY SNACKS AND LUNCH BOXES

1.0 GENERAL GOAL

- 1.1 The general goal of the nutrition policy of the Sir Wilfrid Laurier School board is to motivate students to eat properly by offering, on the one hand, food services favouring the consumption of nutritious foods and, on the other hand, by modifying their attitudes and behaviour towards healthy foods.

Adopting and maintaining healthy eating habits, and engaging in regular physical activity, are key to young people's personal and social development, since a healthy lifestyle and educational success go hand in hand. In fact, it has been shown that a healthy diet has a positive effect not only on young people's development and well-being, but on learning as well, and that regular physical activity promotes concentration, a factor associated with educational success.

2.0 SPECIFIC GOALS

- 2.1 The specific goals of the policy are:
 - 2.1.1 To define the qualitative and quantitative requirements of foods supplied in the food services, as defined by the various government agencies.
 - 2.1.2 To ensure the integration of guidelines and recommendations in matters of nutrition as defined by the various responsible health ministries.
 - 2.1.3 To establish the responsibilities of the School Board and of the various intermediaries in the application of this policy.

3.0 GENERAL PRINCIPLES

- 3.1 The document "Going the healthy route at school" published by the Ministère de l'Éducation du Loisir et du Sport (MELS December 2006) is an integral part of this policy <http://www.mels.gouv.qc.ca/sections/virageSante>
- 3.2 The Canadian Food Guide is also referred to in this Policy <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

4.0 IMPLEMENTATION

- 4.1 The policy is applicable to all elementary, secondary schools and competency development centres of the Sir Wilfrid Laurier School Board and applies to all food distribution.
- 4.2 The School Board ensures the organization, the control and the evaluation of the application of this nutrition policy.
- 4.3 Each food service provider must have the proper operating licenses or authorizations, in accordance with the municipal and provincial rules in force, in their respective jurisdiction. The catering employees will receive pertinent training as per MAPAQ requirements.
- 4.4 The full course meal, adapted to the clientele, should meet one third of the daily nutrition requirements listed in the Canadian Food Guide (January 2007): Vegetables and fruits, Grain products, Milk and Alternatives, Meat and alternatives.
- 4.5 The food service provider will offer the complementary items including milk, juice, fruits, raw vegetables, will be made available to students who wish to complete their lunch box.
- 4.6 The following items do not conform to the **GOING THE HEALTHY ROUTE AT SCHOOL** recommendations in matters of nutrition and their sale at schools is prohibited.
 - 4.6.1 Foods with high fat content such as the following (but not limited to):
 - Deep fried potatoes
 - Donuts
 - Pastries with cream. Flaky dough
 - Chips, nachos
 - 4.6.2 The use of deep fryers is forbidden.
 - 4.6.3 Sugar concentrated foods such as the following, but not limited to (all products in which sugar is listed as the first ingredient in the ingredient list):
 - All varieties of candy and medicated lozenges
 - Sweet pastries (sugar pie, jelly turnover, etc.)
 - Wrapped commercial type cakes
 - Many varieties of chocolate bars: milk, black, butterscotch, nuts, etc.

- Commercial type biscuit: marshmallow, with cream, covered with chocolate, etc.
- Slush
- Fruit beverages
- Soft drink beverages and sugar sweetened beverages
- Cereals coated with sugar
- Coated peanuts and nuts
- Butterscotch popcorn
- Chewing gum
- Jam, jelly
- Canned fruit with high sugar content in the syrup

4.6.4 Food with high salt content such as the following (but not limited to):

- salted peanuts and nuts
- pretzels
- cheese sticks or tortillas

4.6.5 Energy drinks, high-caffeine drinks and alcohol are prohibited.

4.7 Schools must take into consideration allergies of their student population and will develop plans for food allergies.

SHARING OF RESPONSIBILITIES

4.8 SCHOOL BOARD

The application of the nutrition and food services section of this policy is the responsibility of the Material Resources services in cooperation with school administrations to insure:

- That the service provided meets the needs of the school's clientele.
- The quality control of services offered;
- The variety of items offered, the choice of full menus including all the items on the daily menus and all the complementary meals, as well as the schedule of their use;
- The determination of the selling price requested from the students, of all the products offered, after analysis of the caterer's demands;
- The hygiene of the food services.

4.9 SCHOOL ADMINISTRATION

The school administration, in collaboration with Material Resources and the caterer, are responsible for the following:

- the quality and operation of the food service.
- the maintenance, the cleanliness, atmosphere and comfort of the eating area.
- the promotion of good nutrition by facilitating easy access, proper schedules and attractive menus.

4.10 FOOD SERVICE PROVIDER

This policy is an integral part of the contract established between the School Board and the Food Service Provider, who is bound to respect and follow it. The caterer must also ensure that the menus and the selling prices are posted in the school, in a place accessible to students. A specific clause to this effect appears in the Food Service Provider's contract.

4.11 EFFECTIVE DATE

The Sir Wilfrid Laurier School Board policy applies for the duration of the contract.

5.0 ORIENTATIONS AND PRIORITIES OF THIS POLICY

Meals served must meet the qualitative and quantitative requirements as specified in the working documents (article 3.0), and the food service providers must give priority to the following elements:

- 5.1 Offer meals that include foods from each of the four food groups of Canada's Food Guide: Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.
- 5.2 Prepare a main course accompanied by at least one vegetable.
- 5.3 Provide a variety of fruits and vegetables.
- 5.4 Provide a variety of 100% pure (unsweetened) fruit juices and vegetable juices, in addition to milk and water.
- 5.5 Give priority to whole grain products (oats, bran, wheat, rye...)
- 5.6 Offer desserts made with fruit, milk products and whole grain products; avoid desserts that have a high fat or sugar content.
- 5.7 Reduce the fat content of meats. Trim all visible fat before cooking. Drain meat after cooking and remove all trimmable fat from the surface when cooked meat has been refrigerated.
- 5.8 Use low-fat or non-fat cooking methods, such as steaming, baking, braising, poaching, grilling or roasting. Avoid using cream in recipes and avoid adding fat to cooked food before serving.
- 5.9 Avoid products containing saturated or hydrogenated fats (trans fats), such as shortening, hydrogenated oil, lard, tallow, palm or palm kernel oil.
- 5.10 Avoid using butter or margarine for cooking. Use vegetable cooking oils that can withstand high heat (e.g. canola, corn, soybean, sunflower, virgin and extra-virgin olive oil). Avoid using peanut or nut oil as it could contain traces of protein that can cause allergic reaction.
- 5.11 Use non hydrogenated margarine for spreading. Replace part of mayonnaise in dips and dressing with plain yogurt.
- 5.12 Eliminate french fries. However, natural baked potatoes are permitted.
- 5.13 Eliminate frying and deep-frying, and avoid commercial or pre-fried breaded foods. Use toasted whole-grain breadcrumbs for chicken nuggets or fish fillets, etc.
- 5.14 Replace delicatessen meats (e.g. bacon, sausages, pepperoni, salami, bologna, mock chicken), which contain a significant amount of fat and sodium, with cold meats (e.g. turkey, ham, eye of round, pastrami, chicken and roast beef).
- 5.15 Offer at least once a week, a meal that includes unfried, unbreaded fish (e.g. haddock, cod, salmon, sole, tuna, tilapia, trout, turbot) to increase variety and provide essential fats.
- 5.16 Eliminate products in which sugar or a sugar substitute (e.g. sucrose, fructose, dextrose, glucose-fructose, invert sugar, malt, syrup or corn syrup) is the first ingredient listed.
- 5.17 Eliminate sugar-sweetened and artificially sweetened (diet) soft drinks as well as sugar sweetened beverages.
- 5.18 Avoid high fat, high sugar desserts and snacks (e.g. pastries, cakes, pies, donuts, ice cream, chocolate bars with less than 70% cocoa).
- 5.19 At fundraisers or special events, or on school trips and outings, sell or offer food and beverages that comply with the Framework Policy.

The above are extracts from the MELS Framework Policy on Healthy Eating and Active Living.

6. FOOD SERVICE PROVIDER'S OBLIGATION

- 6.1 Each food service provider will have to obtain an operating permit from the Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec (MAPAQ).
- 6.2 Each food service provider will have to obtain a \$5,000,000 liability insurance policy if food is prepared on site.
- 6.3 Each food service provider will have to forward a copy of the MAPAQ permit and proof of insurance to the Board Office (Material Resources Department), in order to be authorized to operate the cafeteria in 2008-2009 and beyond.

ANNEX TO SECTION I
QUALITATIVE AND QUANTATIVE FOOD REQUIREMENTS
FULL COURSE MEAL (1/3 OF NUTRITIONAL NEEDS)

To include the 4 Food Groups

FOOD ITEMS	SPECIFICATIONS	QUANTITIES
Soup	Skimmed meat or vegetable broth, including noodles and/or vegetables, cream soup, legumes, etc Creamed soup 50% including milk	170 ml 285 ml
Full course Meals - regular - special	Meat (85% lean) or poultry giblets Poultry Fish Egg Legume Stretched Meal or Casserole or Stretched meal of meat, poultry, fish, egg, legume (including food of the other two groups of the C.F.G.) Twice a week	75 g of cooked protein ingredient or 85g of uncooked protein ingredient 55g of cooked protein ingredient
Vegetable Main course has to include a side order of at least one vegetable.	Cooked or raw, preferably fresh or frozen Refer to guide: NUTRITION EN MILIEU SCOLAIRE, 1 st part, page 6	125 ml Raw food plate: 125ml; minimum weight 60g Dip: 30ml
Vegetable Juice	Tomato juice, vegetable juice	200 ml
Potato or substitute	Potato, pasta, rice, couscous, bulgur, millet, quinoa, etc. Preferably whole grain	125 ml cooked
Bread	Whole grain Enriched white	2 slices (70g)
Fruit	- fresh, whole, minimum of 3 varieties - canned - in cubes - 6 inches (15cm) plate (minimum of 3 varieties of fruits) Refer to guide: NUTRITION EN MILIEU SCOLAIRE, 1 st part, page 6	Average size 125 ml (including 2/3 of fresh fruits and 1/3 of canned fruits) 125ml of solid
Fruit juice	Pre-wrapped portion without sugar added - Long lasting conservation (U.H.T.) - With no additives	200 ml
Milk	Pre-wrapped portion - Partially skimmed - Skimmed Chocolate - Partially skimmed (1%) Flavoured milk has to contain less than 30g of sugar per 250ml	200 ml or 500ml 200 ml or 500ml
Homemade dessert	Homemade, prepared with a minimum of fat and sugar (e.g. muffins, cookies, banana bread, carrot cake, cereal bars, etc) 1 variety of home-made dessert per day – rotation during the week	6 cm x 8 cm x 5 cm
Sandwich	Daily varieties made with: Whole wheat or enriched white bread or Sesame seed bun 100% non-hydrogenated margarine Sliced meat, meat, poultry, fish (whole, in part, in salad), cheese or Eggs (whole, in part, in salad)	2 slices or 70g 8cm diameter bun 1 teaspoon 55 g 1-2

Super sandwich	Sandwich made with: crusty bread, enriched white or whole grain, pita, submarine bread Meat, poultry, fish, whole or in part, in salad, egg, cheese	70g bread 1 of 6" 75 g of cooked protein ingredient
Cold Plate	Basic ingredients: - meat, poultry, fish, eggs, cheese, legume - potato or equivalent - vegetables or fruits (minimum of 3 varieties)	75g of cooked protein ingredient 125ml 125ml
Small salad	Lettuce Cabbage Raw vegetables	Minimum: 250 ml 125 ml 125 ml
Crusty bread with peanut butter (with peanut, remember to comply with school guidelines concerning food allergies)	Individual slice Peanut butter	35g baked bread 15 ml
Bagel	Plain, with fruits	10cm diameter
Crackers	Soda, melba, ... individual package Preferably whole grain Less than 250mg of sodium per 30g of crackers	2/package
Cheese		20 to 30 g (individual portion)
Hard boiled egg	Grade A / medium or large size	1-2
Fruit Jell-O	With 60 ml of fresh and/or canned fruit	125 ml
Mild-based desserts	Home-made: tapioca, rice, milk pudding	125 ml
Ice cream, milk or frozen yogurt	Pre-portioned: with milk ingredients as the 1 st ingredients, without nuts Bar, cone shape	Commercial type of 100-150ml
Yogurt	Natural, fruity or liquid Less than 2% milk fat	175g
Whole grain cereal bars (with peanut, remember to comply with school guidelines concerning food allergies)	Whole grain based; sugar (or an equivalent) not being the first ingredient	28 g (1 bar)
Biscuit	Flat cake type or dry cookie with low sugar content	10 cm diameter (or 30g) 60g uncooked pastry dough
Muffin	Home-made: bran, nuts, raisins, oatmeal, etc with Low sugar content	5 cm diameter 70g uncooked pastry dough
Cereal	Oatmeal, cream of wheat, brand, shredded wheat, etc. With marshmallow cooked-type bar	Cold: 30g - Hot: 175ml 35g
Peanut butter (Remember to comply with school guidelines concerning food allergies)	Individual portion	15 ml (1 tablespoon)
Peanuts and nuts (Remember to comply with school guidelines concerning food allergies)	Natural, unsalted	45 g
Margarine	Non hydrogenated, salted 100% vegetable oil	5g-7g individual portion
Tea, coffee, herbal tea		170 ml 285ml
Water	Spring water natural or carbonated Mineral salts: maximum 1000 P.P.M. per individual portion	355 ml

NOTE: Foodstuffs not mentioned or not corresponding to the specifications of the present article of the nutrition policy and the sale of meals grouped for promotion may be served in the food services, with prior and official authorization of the responsible party for the School Board.

SECTION II: SCHOOL ENVIRONMENTS, SCHOOL YARDS & PHYSICAL ACTIVITIES

7.0 GOAL

The school environment is an essential factor to consider when planning measures to encourage healthy lifestyles. The orientations of this policy's aim are to improve this environment in order to modify both eating habits and patterns of physical activity. In each school, the orientations will be translated into concrete actions that can promote the adoption and long-term maintenance of healthy eating and active living. *(Extract from MELS Framework Policy on Healthy Eating and Active Living, page 18)*

8.0 PRINCIPLES

- The school environment must promote the adoption of healthy eating and active living habits.
- Acting simultaneously on diet and physical activity maximizes positive effects on young people's health.
- The situation and circumstances specific to each environment (e.g. existing initiatives, the socioeconomic situation, cultural groups, established habits, available resources) must be taken into account.
- Actions on diet and physical activity must comply with current educational frameworks, such as the Quebec Education Program, the school boards' strategic plan, complementary educational services programs and the schools' educational projects and success plans.
- Continuity must be sought at every educational level, in order to provide an environment that is conducive to healthy eating and active living.

9.0 ORIENTATIONS

9.1 Orientation 1:

Increase physical activity opportunities, principally during recess, lunchtime, daycare or extracurricular activities.

1. Offer a wider range of recreational activities.
2. Train and support young leaders.
3. Train and support daycare workers.
4. Incorporate physical activity opportunities into the timetable.

9.2 Orientation 2:

Offer activities that meet students varied interests and abilities. Examples can include:

1. Involve students in selecting the activities to be offered.
2. Plan activities that are specifically geared to female or male students.
3. Offer elementary school students additional activities to develop their motor skills.
4. Offer activities that focus on games and the pleasure of being physically active.

9.3 Orientation 3:

Plan the layouts of indoor and outdoor play areas and animate the activities carried out in them in order to optimize the opportunities to be physically active.

1. Provide students with the adequate supply of safe and well-maintained equipment.
2. Plan the layout of the schoolyard to encourage students to be more physically active.
3. Animate activities in areas where students assemble during breaks.

10.0 SCHOOL CAFETERIAS AND EATING AREAS

What young people eat is a responsibility that is shared primarily by parents, schools and the youth themselves. The purpose is to ensure that schools provide an environment that is conducive to healthy living habits, such as healthy eating. The aim is to optimize the quality and variety of foods in schools.

Some Priority Elements of this Orientation are:

- Make sure that eating areas are safe at all times.
- Provide students with appropriate equipment, in keeping with the school's needs and resources.
- Make lunchtime an enjoyable part of the day by ensuring that eating areas are pleasant and inviting.
- Make sure that students have enough time to eat without feeling rushed.

11.0 SCHOOL YARD ACTIVITIES AND LAYOUTS IN ELEMENTARY AND SECONDARY SCHOOLS

Time spent in the schoolyard is particularly important because it meets the needs of students by allowing them to be outside, renew their energy, move around and play with their friends. It also helps them to develop a physically active lifestyle and predisposes them to better learning.

In order to preserve and promote opportunities for play, schools may need to review their schoolyard's layout:

Schools generally consist of a specially designated area for team games and individual or small group games which allow all students to be active and have fun. Other schoolyard areas usually include a playground area and rest area.

Organizing the Layout of a Schoolyard Generally Entails:

- Evaluating surfacing materials, infrastructure (e.g. drainage, fill, freeze resistance) and
- Organizing play areas, green space and rest areas, installing different types of equipment (e.g. climbing structures, swings, slides)
- Identifying play areas (e.g. markings, shrubs), etc.

Following other elements to consider are the following equipment: Students must have access to equipment that is readily available and in good condition:

- Implement a system for managing equipment (loan services)
- Put individuals in charge of the equipment.
- Set up a storage area that is easily accessible.
- Provide access to equipment during recess and other breaks.
- Draw up an inventory of equipment, plan purchases, etc.

11.1 ACTIVITIES

By providing a variety of opportunities for recreation, schools can encourage students to move, which not only develops their motor skills but also meets their interests and needs.

- Encourage a variety of activities that are appropriate for each season and that correspond to the students' interests and abilities.
- Consider the individual and common needs of boys and girls.
- Alternate activities and play areas regularly.
- Post information related to games and play: schedules enrollment, availability of play areas, lists of persons in charge of activities and equipment, a good sportsmanship charter, game rules, etc.
- Recruit, train and guide young leaders.
- Provide training and materials to support staff.
- Teach and demonstrate new games.

11.2 RELATIONSHIPS AMONG STUDENTS

In addition to encouraging participation in games, certain actions can promote harmonious, peaceful relations:

- Recognize the value of and encourage participation in schoolyard activities.
- Adopt and promote a code of conduct or a charter of good sportsmanship.
- Recruit and train young leaders and adults so that they can act as mediators in case of conflict.
- Introduce students to the principles of peaceful conflict resolution.
- Teach the rules of the game and the importance of respecting them.
- Reach an agreement among adults on the rules to observe.

11.3 SAFE ENVIRONMENTS

In addition to preventing and reducing hazards, a safe environment must create a climate of trust, encourage children to play, put parents at ease, make supervisors feel more comfortable in their role and encourage their participation in the schoolyard. Providing a safe environment for students means:

- Training staff and students in first aid and in playground and equipment safety.
- Conducting regular inspections, repairing and replacing equipment that does not meet safety standards.
- Encouraging students to play in areas that are appropriate for their age.
- Teaching students to play safely.
- Ensuring safe numbers of users on playground equipment and in the play areas.
- Ensuring that children do not wear clothing that can get caught in equipment (e.g. scarves, clothing with drawstring, bike helmets).

- Avoiding using playground equipment in unfavorable weather conditions, particularly in winter.
- Posting rules regarding the use of playground equipment, etc.

11.4 COMMUNITY PARTICIPATION

Partnerships between the school and the community can help maximize physical activity opportunities in order to better meet the needs of children and thus promote a more active lifestyle.

SECTION III: EDUCATION PROMOTION AND COMMUNICATION, EXTRA CURRICULAR ACTIVITIES

12.0 GOAL

To improve student in a sustainable way, we must make them responsible for their health, so that their actions outside of school are consistent with the healthy habits they acquire in school. To bring about these changes, we must promote healthy lifestyles through education, awareness and promotion activities aimed at students, their families and school stakeholders.

12.1 Orientation 1:

Implement Educational and Promotional Activities that Foster Healthy eating and active living.

Examples can include:

1. Activities to raise awareness of healthy living habits in daily school life.
2. Activities associated with the development of healthy living habits in the promotion and prevention program of complementary educational services.
3. Making all educators aware of the importance of promoting attitudes and behaviours that are essential for the adoption of healthy living habits.
4. Offering students new foods and meals to help them develop their taste buds.
5. Organizing extracurricular activities to help students develop cooking skills.
6. Conducting regular activities to promote the adoption of healthy living habits (e.g. Plaisirs d'hiver, Sport Etudiant's Physical Education Month (MEPSE), Walk to School Day/Week, Nutrition Month, Moi je croque 5 fruits et légumes, Bien dans sa tête, bien dans sa peau, Pelure de banane).
7. Taking advantage of special activities to raise awareness of healthy eating and active living among parents.

13.0 Extracurricular Physical Activities in Elementary and Secondary Schools

At the elementary level extracurricular activities should focus on providing a variety of games and opportunities for self-expression, cooperation and healthy competition. At the secondary level, extracurricular activities at lunchtime or after school should include more than just competitive interscholastic and traditional sports programs.

Some orientations are the following:

1. Student Involvement in Activity Selection:

Below are some suggestions on how to involve students in the decision-making process:

- Conduct a survey among students on activities they would like to do.

- Form an organizing committee composed of adults and students.
- Analyze existing activities to highlight those that could be improved.
- Promote activities through positive peer interactions.
- Allow students to assume responsibility by promoting and leading activities, referencing, lending equipment, etc.
- Train older students to lead activities with younger students, etc.

2. Activities that Emphasize Enjoyment:

When planning activities, schools should include cooperative games that emphasize enjoyment and good sportsmanship.

3. Activities Specifically Geared to Female or Male Students:

While 52% of boys engage in at least 60 minutes of physical activity every day, (the recommended minimum), only 32% of girls do so. Schools must pay particular attention to girls so that the physical activities offered correspond to their interests as well.

4. Cultural-Social and Educational Activities that Get students moving!

Incorporating physical activity into more comprehensive projects is one way to reach less active students. For example:

- Organize a physical fitness program when preparing a trip or an expedition.
- Introduce students to circus arts by combining physical training, theatre and makeup arts.
- Organize social and educational activities, such as discovering other cultures, by introducing aspects of physical activity that are specific to each culture.

5. Extracurricular Activities that take Into Account students' Developmental Stage:

The physical Education and Health program, as well as, the Pre-school Education program, contain information on ways of developing in the Physical Education and active lifestyle-represent principles that should be taken into account when selecting lunchtime and after-school activities.

The objectives and types of activities must correspond to the chronological and biological age of the students as well as to their levels of physical and motor development.

6. Activities for Life:

The activities suggested should help young people develop competencies and skills from the perspective of acquiring healthy habits that are likely to continue for the rest of their lives.

7. Joint Efforts:

Collaboration with the community (e.g. municipality, community centre, private club) starts with an inventory of equipment and services around the school to prevent duplicating local services and to maximize the selection of activities offered.

Schools can also work with municipalities to promote active transportation and ensure safe areas around the school.

14.0 Mobilizing Partners

14.1 Orientation 1:

Establish or consolidate partnerships with the Community.

This orientation can be put into practice in several ways.

1. Share or use infrastructure and human resources in the community (e.g. municipality, community centre, private club).
2. Establish with the help of the municipality, safe routes to school (e.g. appropriate signage, safe access, traffic regulations).
3. Implement consolidated projects that call on various community groups.
4. Carry out comprehensive and concerted promotion and prevention projects, in conjunction with various partners.
5. Encourage family and community volunteers to participate.