



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

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

6.

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.

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

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

- 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 trainingnBT/F54(r)8(t)13(s)6()73(b)14(y)42()73(

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.