

EDMONTON PUBLIC SCHOOLS

December 12, 2006

TO: Board of Trustees

FROM: L. Thomson, Superintendent of Schools

SUBJECT: Promoting Healthy Lifestyles for Edmonton Public School Students

ORIGINATOR D. Barrett, Executive Director

RESOURCE

STAFF: Brian Barclay, Karen Bardy, Gloria Chalmers, Margaretha Ebbers, Dennis Huculak, Corinne McCabe, Kevin Stevenson, Stuart Wachowicz, Don Zabloski

INFORMATION

TRUSTEE REQUEST #235, NOVEMBER 7, 2006 (TRUSTEE COLBURN) PROVIDE THE PROGRESS REPORT ON SCHOOL HEALTH INITIATIVES MENTIONED IN THE NOVEMBER 29, 2005 BOARD REPORT “PROMOTING HEALTHY LIFESTYLES FOR EDMONTON PUBLIC SCHOOL STUDENTS” AS SOON AS POSSIBLE. The initiatives in the November 29, 2005 board report and the current status of those initiatives are listed below. This information is referenced in the Status of Trustees Initiatives in the 2005-2006 Approved Budget, initiative #3. Following the initiatives is a list of proposed next steps.

Develop a board policy to direct the district work relating to healthy lifestyles

- With input from the curriculum principal committee and the leadership principal committee, a draft policy statement is being developed.
- Input from these groups recommended staying away from the term “lifestyle” as too broad and well beyond our responsibilities, and from developing lists of prohibited foods as they are always controversial and also may include items that impoverished families serve as staples. As well, they suggested that any such policy should cover both students and staff.
- As part of this process the policies in other Alberta jurisdictions have been reviewed.

Collect input through Teacher Advisory Group (TAG), Key Communicators, student advisory groups, principal support teams, and suppliers to identify issues related to the sale of junk food

- As noted above, to date collected input from principal committees but not principal support teams
- Gathered input from March 16, 2006 Key Communicators as Healthy Lifestyles was the focus of the meeting hosted in collaboration with Capital Health. The questions addressed were:
 - How do you support healthy eating and active living for your family at home?
 - How is your school currently promoting healthy eating and active living?

- What are the resources available in your community to support healthy eating and active living?
- How might your school community (students, staff and families) further support healthy eating and active living?
- A letter directed at the Canadian soft drink industry asking for a commitment to reduce carbonated beverages in all elementary and junior high schools was sent in the past.
- The industry has now released “Industry Guidelines for Sale of Beverages in Schools” (received September 2006, see Appendix I).
- District staff has met with a major district vending machine supplier to discuss the issue of healthy alternatives. This supplier began the change process in 2000.
- Contact has been made with Ottewell School, that has been very pro-active in addressing healthy nutrition to review the process.

Share best practices across schools on current initiatives to promote healthy living.

- Curriculum provided schools with timetabling options to enable daily physical activity and facilitated physical education in-services at no cost to schools.
- University physical education courses to enhance expertise at the school level have been identified and are eligible for financial support to cover tuition costs.
- A nutrition unit and teacher manual to support the physical education and health curricula has been developed by Curriculum. It encourages the development of knowledge leading to healthy food choices.
- To support elementary teachers implementing the new Physical Education Program of Studies, Resource Development Services, the district physical education consultant and Curriculum worked with key elementary physical education teachers and movement specialists to produce the “ABCD’s of Movement” resource. This resource provides K-6 teachers with outcome-based lessons directly related to the letter and spirit of the provincial *Physical Education Guide to Implementation*. Each manual contains material to teach a complete year of physical education, including warm-up activities, related children’s literature and community connections.
- Curriculum has provided and continues to provide in-service sessions on the physical education curriculum and sessions on best practices for implementation of Daily Physical Activity (DPA).

Partner with the University of Alberta to conduct action research on how best to change eating habits of students

- EPSB has partnered with staff from the University of Alberta, the Alberta Diabetes Foundation and the Faculty of Physical Education in an evaluation of the physical health of students and what can influence an improvement in student health. Support was also provided by the Flaman Group of Companies.
- An initial study was conducted on 535 students in grades 5, 6, and 7. The study had four objectives:
 - Develop a baseline for using data gathered from pedometers
 - Determine levels of steps per day associated with healthy body weight
 - Develop links between physical education curriculum and that of math and geography
 - Monitor the influence of pedometer use and curricular activities on activity levels and body weight

- Data from district students was collected by researchers from the Canadian Diabetes Association (CDA) and the University. This data is being analyzed.
- A follow-up study was planned for the fall of 2006 but this has been delayed while the partners acquire additional research funding. The follow up research is an eight point study to establish the activity standards that will enable a formal baseline to be established. This will enable the establishment of research-based standards for time spent in physical activity to engender student health.

Approach Alberta Education to address provincial policy and positions related to the issue

Action on this component is pending the development and approval of a district policy direction.

Request Alberta Education to review curricular requirements as they relate to healthy lifestyle choices

Input has been provided on the importance of stressing regular, quality physical education. It has been requested of Alberta Education to evaluate the impact of DPA in terms of improved student health and attitude toward healthy lifestyle, and compare the impact of DPA to the implementation of quality physical education programs, which may not necessarily be daily. The district has also conveyed the need to increase the emphasis on nutrition in health and science courses. To date no formal response has been received. This is in the process of follow-up, in partnership with other stakeholders.

Have our board of trustees through the Alberta School Board Association (ASBA) advocate for province-wide action to ensure Alberta schools provide the healthiest possible learning environments.

- This has not been done. There will be a call for proposed policy positions coming in February/March for Fall 2007. A proposed policy could be forwarded at this time. It is recommended that it be general in nature and tied to Education's mandate if it is to garner the support of other jurisdictions.
- Additionally, ASBA supported all Alberta Commission on Learning (ACOL) recommendations and Alberta Education has provided 1.2 million to support ACOL recommendation #7 (Introduce a new wellness program for all students from kindergarten to grade 12.)

Develop a plan to minimize the financial impact on schools resulting from changes to vending machine product sales.

- A plan has not been developed to date.
- "Pepsi", "Coke" and Heritage Foods have been very good at modifying product sales according to the school requests.
- Suppliers are working with schools on strategies to increase the sale of healthy choices and to manage portion size.
- Because contracts are negotiated with individual schools, any such plan will need to involve all district schools and a central services unit such as Purchasing. At this time, Purchasing does recommend that schools forward contracts for their review and feedback prior to signing.

Approach Capital Health and Health Canada to investigate opportunities to work together to increase public awareness of the long term risks related to consumption of junk food and benefits of a healthy diet.

- The district has an on-going relationship with Capital Health. It is in regular contact with the Regional Manager of School/Preschool Health Services.
- The district participated in the launch of Weightwise.
- The district advised Capital Health of the trustee requirement that school plans “identify strategies and tactics they will use to encourage healthy lifestyles for students and staff.” Capital Health indicated their pleasure and support for this and some Capital Health staff took this as an opportunity to ask schools what they were doing in this regard and how they could assist.

Proposed Next Steps

Based on the status of items identified in the November 29, 2005 report, the following next steps are proposed:

- Take draft district policy to Trustee Policy Subcommittee and Superintendent’s Council for input.
- Update baseline data regarding what schools are currently offering in vending machines and school stores and their plans for changes.
- Communicate success stories identified in the baseline review, e.g., Ottewell Junior High, City Centre Education Project (CCEP).
- Communicate success stories based on the work of a district’s major supplier.
- Arrange meetings with the other district suppliers (approximately three).
- Develop proposal for ASBA if supported by Trustees.
- Work with Capital Health to identify ways we can work in partnership to encourage students and families to make healthy food choices.
- Report to trustees and senior administration on these steps and, based on information collected in this phase, make recommendations for next phase.
- Investigate the work that has been done in other provinces to identify practices that might support the work in our schools.
- Review practices in school plans and share strong practices.

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APPENDIX I: Industry Guidelines for Sale of Beverages in School



INDUSTRY GUIDELINES FOR SALE OF BEVERAGES IN SCHOOLS

Sep. 28, 2006

The refreshment beverage industry continues to take a leadership role in matters concerning the health of Canadian children and youth. We recognize that schools are a unique environment and we are pleased to do our part to help them encourage students to lead healthy, active lives. Refreshments Canada has revised its beverage industry guidelines to ensure that Canadian students have greater access to nutritious and lower-calorie beverage choices.

Refreshments Canada and its members have adopted these guidelines as part of their overall Guidelines for School Partnerships (originally announced in 2004), and will offer the following beverages to students:

Elementary Schools

Bottled water	<ul style="list-style-type: none"> • <i>no restriction on container size</i>
100% juice	<ul style="list-style-type: none"> • <i>maximum 250ml container size</i> • <i>100% juice with no added sweeteners and up to 130 calories / 250ml</i>
Milk	<ul style="list-style-type: none"> • <i>maximum 250ml container size</i> • <i>low-fat and non-fat regular and flavoured milk* with up to 160 calories / 250ml</i>

Middle Schools

Bottled water	<ul style="list-style-type: none"> • <i>no restriction on container size</i>
100% juice	<ul style="list-style-type: none"> • <i>maximum 300ml container size **</i> • <i>100% juice with no added sweeteners and up to 130 calories / 250ml</i>
Milk	<ul style="list-style-type: none"> • <i>maximum 300ml container size **</i> • <i>low-fat and non-fat regular and flavoured milk* with up to 160 calories / 250ml</i>

High Schools

Bottled water	<ul style="list-style-type: none"> • <i>no restriction on container size</i>
No-calorie and low-calorie beverages	<ul style="list-style-type: none"> • <i>no restriction on container size</i> • <i>no-calorie and low-calorie beverages with up to 10 calories / 250ml</i>
100% juice	<ul style="list-style-type: none"> • <i>maximum 355ml container size</i> • <i>100% juice with no added sweeteners and up to 130 calories / 250ml</i>
Juice drinks	<ul style="list-style-type: none"> • <i>maximum 355ml container size</i> • <i>juice drinks with up to 70 calories / 250ml</i>
Sports drinks	<ul style="list-style-type: none"> • <i>maximum 355ml container size</i> • <i>sports drinks with up to 70 calories / 250ml</i>
Milk	<ul style="list-style-type: none"> • <i>maximum 355ml container size</i> • <i>low-fat and non-fat regular and flavoured milk* with up to 160 calories / 250ml</i>

- At least 50% of beverages offered in high schools must be water and low or no-calorie options

These guidelines apply to all beverages sold on school grounds during the regular and extended school day. The extended school day includes activities such as clubs, yearbook, band and choir practice, student government, drama, and childcare / latchkey programs.

This beverage policy does not apply to school-related events where parents and other adults constitute a significant portion of the attendees. Such events include interscholastic sporting events, school plays, band concerts, and where beverages are being sold as a part of fund-raising activities.

Members will begin to implement these guidelines for all new and renewing school contracts with the goal to have them fully implemented by the 2009/2010 school year.

* Milk includes nutritionally equivalent milk alternatives, such as soy milk beverages.

** As a practical matter, if middle school and high school students have shared access to areas on a common campus or in common buildings, then the school community has the option to adopt the high school standard.