

EDMONTON PUBLIC SCHOOLS

January 27, 2004

TO: Board of Trustees

FROM: Angus McBeath, Superintendent of Schools

SUBJECT: Obesity in School Age Children

ORIGINATOR: B. Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE

STAFF: Karen Bardy, Gloria Chalmers, Elaine Decker, Dennis Huculak,  
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INFORMATION

**BACKGROUND:** This report is provided in response to a board approved motion “that the administration prepare a report for the board which addresses the very serious health problem of obesity in school-age children.” As requested, the report describes how Edmonton Public Schools is currently promoting and supporting the benefits of a healthy, active lifestyle, provides information on the likelihood that daily physical education will be mandated and how the district would accommodate this, and includes suggestions regarding options for augmenting current practice, including working in partnership with others.

**CONTEXT: a) General:** Nationally and provincially, a focus on healthy weight and active living has grown as more research indicates that the prevalence of obesity is increasing, especially in children where it has tripled from 1981 to 1996. One of the consequences, with potentially devastating effects, is the onset of Type 2 diabetes in young children. This disease was often referred to as adult-onset diabetes as victims were over 30 but now it is affecting children as young as 4. Not surprisingly, healthy weight in children is a key priority of Capital Health. To focus on a positive message, the health region made a conscious decision to describe the priority as healthy weight in children rather than childhood obesity.

A report of a recent survey indicates that while Canadians strongly support mandatory physical education in public schools and the banning of junk food in school cafeterias and vending machines, most Canadians feel that parents are ultimately responsible for the weight management of their children. While there is substantial agreement that, to a very great extent, the home is the biggest factor in the child’s life when it comes to diet, increasingly parents show reduced understanding in the area of nutritional quality of foods – due in part to conflicting information or difficulty in accessing information and having reduced time for food preparation and lunch preparation.

**b) District Policies and Regulations:** Although many district policies and regulations impinge, at least indirectly, on attitudes relating to healthy life styles and nutrition, there are three board policies and one administrative regulation, copies of which are included, which address the issue quite directly. HIAA.BP “Health Instructional Materials” (Appendix I) identifies a number of

requirements for health instructional resources. Two significant ones are highlighted. One is related to the promotion of respect of one's physical, mental, spiritual, and emotional well-being and that of others. The other recognizes the role of the family in the health and welfare of society.

HGDJ.BP "Participation in Athletic Activities" (Appendix II) acknowledges the value of participation in programming for athletic activities to enhance students' skills, knowledge, and attitudes and to promote positive attitudes in students, participating in interschool athletics. HGDJ.AR "Participation in Athletic Activities" (Appendix III) provides additional guidelines and support for the policy.

GBE.BP "Staff and Student Health and Safety" (Appendix IV) recognizes the rights of all staff and students to have a work and learning environment that promotes health and safety. It also identifies an expectation of staff and students to recognize their obligation to protect the health and safety of themselves and others.

**c) Vending Machines:** Vending machines are a reality of life in the non-school environment. They are also a reality in 125 district schools that have vending machines as a result of contracts with Coca-Cola, Pepsi, or Heritage.

Although there is no board policy that addresses the issue of vending machines, there are two administrative regulations, copies of which are included, which do. EFA.AR "School Cafeteria Services" (Appendix V) stipulates that where vending machines are used to supplement a cafeteria, the vending machine revenues shall be considered part of total cafeteria operations. DFGA.AR "School Generated Funds" (Appendix VI) stipulates that funds raised from vending machines are to be considered as "retained funds."

The financial profits from vending machines give schools the resources to deal with non-instructional needs. Contracts with the companies that supply and service the machines also produce additional benefits such as scoreboards for the gymnasium.

Anecdotal information from principals indicates that a number of schools have, in the past few years, taken steps to make more nutritional products available in vending machines, either as a substitute for non-nutritional food items and carbonated drinks or as an additional alternative. Whether this action by itself has had a significant impact on the eating habits of students is debatable. Principals, particularly of junior and senior high schools, indicate that where vending machines are not available in the school, students still bring non-nutritional products from home, or leave the school during the lunch hour to purchase such products from local commercial establishments. However, some elementary school principals who have provided a consistent educational message over a number of years regarding healthy eating habits provide encouraging news about the increased awareness of students and visible signs of students "policing" their own eating habits.

The concern over non-nutritional products in vending machines in schools extends well beyond local boundaries. A November 14, 2003 article (Appendix VII) in the *Anchorage Daily News* by AP education writer Ben Feller outlines new guidelines Coca-Cola will adopt regarding how the company's drinks should be marketed and sold in schools. A copy of the report is attached. Highlights include an agreement that:

- Carbonated drinks won't be made available in elementary schools during the school day.
- A range of juices, waters and other drinks will be available wherever sodas are sold.

- School officials will get to choose the beverages available to students.
- Vending-machine timing devices will be offered so schools can control when products are sold.

In a very recent development the Canadian soft drink industry has decided to remove all its carbonated beverages from elementary and middle schools by the beginning of the 2004-05 school year. Information related to this announcement by a spokesperson for Refreshments Canada is included in the attached January 6, 2004 article in the National Post entitled “Pop Pulled From Schools” (Appendix VIII).

Although such agreements may have some impact on eating and drinking habits of students at school, it is generally felt that the changes needed will require the broader support of the community and the more specific support of the family on a consistent basis. Schools, families, and the broader community will have to join forces if they wish to be successful.

**CURRENT DISTRICT PROMOTION OF HEALTHY, ACTIVE LIFESTYLE:** In support of, and in addition to, policy and regulation, the district promotes a healthy, active lifestyle in multiple ways through a) curriculum, b) school extracurricular activities, c) activities in collaboration with the community, d) its partnership with Capital Health, e) Sports Alternative Program and, finally, f) through its staff wellness initiatives.

**a) Curriculum:** The **Program of Studies for Physical Education** (2000) both in its rationale and philosophy and its general outcomes, clearly supports a healthy, active lifestyle. For example, it describes the aim of the program as developing “the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.” The four general outcomes are A: Activity, B: Benefits Health, C. Cooperation and D. Do it Daily...for Life!

At the present time a few elementary schools are providing daily Physical Education, amounting to 30 minutes per day, 5 days per week. Most elementary schools provide physical education 2 or 3 times a week, thus providing a range of 40 to over 100 minutes per week of Physical Education. All students participate, save those exempt for medical/religious reasons.

In junior high schools, the students in schools that are not semestered, take physical education on average three times per week, for a total of 120 minutes per week. In semestered junior high schools, the students will take twice this amount per week, but only for one half of the school year, with the other half without physical education. All students participate, save those exempt for medical/religious reasons.

At the senior high level, all students, save those exempted for medical or religious reasons, take physical education 10. The course is given in a semester for 5 credits (125 hours) amounting to 80 minutes per day for ½ year. During the other half of the year there is no required physical education for that student. Complicating this is the fact that increasingly students are choosing to take physical education for 3 or 5 credits as a summer course. In this scenario only 16 hours per credit is required, meaning a three-credit physical education course, necessary to meet graduation requirements, can be taken in 48 hours of instruction. This leaves no physical education requirement during the students’ high school years.

In senior high school there is the opportunity for students to take physical education in one or both of grade 11 and 12, but most do not or cannot access this option because of other academic demands on their timetable. For example, Physical Education enrolments in Edmonton Public Schools, as of September 30, 2003 were:

Physical Education 10 - 5615 students

Physical Education 20 - 1833 students

Physical Education 30 - 976 students

Given that these numbers are reasonably typical of enrolments for the past 5 years, it shows that about 32% of grade 11 students continue in Physical Education, and approximately 17% of grade 12's avail themselves of this option.

For purposes of offering the physical education curriculum, the Joint Use Agreement enables our schools to make use of city facilities such as pools, fields, tennis courts and arenas.

While the **Program of Studies for Health and Life Skills** (2002) also indicates that the aim is to “enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others,” there is little emphasis on nutrition. The health curriculum does contain some outcomes about nutrition in each grade from k to 9 but these outcomes are a very minor part of the curriculum, occupying less than 2-3% of outcomes in any given school year, in a curriculum that is already minimal. The need for nutritious foods is mentioned, along with the *Canada Food Guide*, in grades 2 and 3, but overall nutrition makes up a small part of the Health curriculum. There are equally small references in the Physical Education Curriculum.

In high school the CALM curriculum discusses health from a holistic perspective, but nutrition is not specifically mentioned as an outcome. This curriculum is increasingly delivered through summer school, or in weekend classes in minimal time allocations, or as correspondence courses, all of which may have limited impact on student decision making regarding matters of health.

Health is generally delivered as a curriculum in Elementary as a discreet subject, generally for between 40 to 50 minutes per week. In Junior High, the course is usually delivered as a subject, but can be blended with physical education, in which case care must be taken by the teacher and the administrator to ensure the specific health outcomes are not lost in the more numerous outcomes of physical education. There are also junior high schools who have chosen to deliver the health curriculum using special days, where the curriculum in its entirety is delivered in two to three days, with no further mention of these outcomes during the school year.

Thus, given the variety of delivery methods, the health curriculum in the present context may not be a reliable means of developing a good awareness of nutrition.

The current **science curriculum** does not address significantly the issue of nutrition at the junior or senior high level. There are some very useful **Career and Technology Studies** (CTS) Food Studies courses/modules that discuss the nutritional value of foods and the concept of methods of food preparation. These modules are unfortunately only accessed on a voluntary basis and by a relatively small percentage of students in junior or senior high.

In short, there is overall very little in provincial curriculum that deals with the question of nutrition. For instance, there is little about selecting and preparing quality foods that are inexpensive and provide excellent nutritional benefits.

**b) Extracurricular Activities:** In keeping with board policy HGDJ.BP Participation in Athletic Activities, all levels of schools participate in some fashion in extracurricular physical activities. Although elementary schools do not have a formal league structure, schools participate in activities such as cross-country running at the Harrier's and the CAHPER cross country track meets, the Journal Indoor Games and the Klondyke Relays. They also participate in Jump Rope for Heart, an activity supported by the Heart and Stroke Foundation. At the junior high level, consulting services coordinates 11 activities in three tiers of play and, at the senior high level, coordinates 15 activities, including provincial competitions under the auspices of the Alberta School Athletics Association (ASAA).

Additionally, teachers and students organize intramural physical activities for recess and lunch hour participation. Reduced lunch hours has somewhat curtailed intramural activities.

As well, most high schools and some junior high schools do have fitness centers and fitness clubs which students voluntarily access.

**c) Collaborative Activities:** *Ever Active Schools*, SHAPE (Safe Healthy Active People Everywhere), the YMCA and activedmonton are four of our major collaborative activities. Eleven of our schools are involved in *Ever Active Schools*, a collaboration of the health and physical education specialist council of the ATA that supports the development of children and youth by fostering social and physical environments that support active living. A description of activities provided by Bisset School's *Ever Active* coordinator in the school's January newsletter is provided in Appendix IX.

A specific initiative of *Ever Active Schools* is "Motivators in Motion," a pilot examining the impact of a mentor in developing a sustainable healthy, active school community. Our physical education consultant represented our district on the planning committee and one district school was involved in the pilot. Centennial School participated in the pilot and reports positive staff and parent feedback. Since that time, the school has become an *Ever Active School* and has established a parent/staff committee to look at health and physical education issues. The P.A.C. has provided the *Ever Active Schools* committee with a \$7,000 budget. This year the budget is being used to provide learn to skate lessons for all Centennial students.

SHAPE (Safe Healthy Active People Everywhere) was begun by 10 Edmonton schools and involves staff, parents, students and community working together to identify issues and develop solutions utilizing resources that link to the Alberta Curriculum. While there is a strong emphasis on safety, the program encourages bike and walk activities such as walking school bus, walk-a-thon, car free day, biking buddies, bike parade and bike paths in the neighbourhood. SHAPE is listed on the district website under the parent section.

Through our alliance with the YMCA, numerous families gain access to YMCA facilities. For instance, families using the Y daycares housed in district schools receive access to recreation as well. At-risk students in our partnership program are introduced to the recreational facilities and encouraged to make use of them. This privilege is extended as well to district staff working in those programs. As part of the City Centre Education Project, the YMCA is involved in the Diabetes II project, the Kids Club and the Kids University providing both recreational activities and healthy snacks.

The YMCA daycare and before and after school care centers do emphasize nutrition. When serving morning and afternoon snacks, each snack contains two of the four food groups. In the out of school

care program, they involve the children in developing the menus and in preparing snacks. When providing lunch, the meal contains all four food groups and children have access to fresh fruit at any time of the day. For those children bringing lunch, they advise about what is healthy and what is not. They also do some education with parents and have taught the children to read labels and what to look for in doing so.

Activedmonton is a City of Edmonton initiative that Edmonton Public Schools supports, including their focus on youth in the upcoming year. It involves marketing a physically healthy life style, active monthly events, researching other initiatives and evaluation.

The district is always willing to collaborate with others to access grants to pilot ideas related to activity and nutrition. In this area, the City Centre Education Project (CCEP) is in year three of a three-year initiative funded by Health Canada called *Preventing Type 2 Diabetes Among Inner City School Aged Children*. CCEP has submitted a proposal entitled *HEAL, Go, Away We Grow!*. The intent of the proposal is to provide opportunities for students and their families to make healthier choices.

As well, for 13 years the district's physical education services in partnership with the Edmonton Running Room and the "Cops for Cancer" organize the Active Kids Triathlon. This year the triathlon will take place at Kinsmen Field House on June 13. Typically there are 150 to 200 participants who receive t-shirts and medals free of charge from the Running Room. All revenues donated go to "Cops for Cancer."

Finally, district staff volunteer in community activities and the district, through mailbag and other means, promotes community activities that support healthy living. For instance, it informed schools and provided brochures for the Kids of Steel Triathlon and information about the Fun Team. The district physical education consultant sends information out to junior high schools about Go Girls, a one-day workshop for girls 13 to 16 years of age to enable them to see and try a variety of sports, to learn how to access resources and how to keep participating in these sports. This year about 400 girls from Edmonton Public and Edmonton Catholic attended the November workshop provided under the auspices of City of Edmonton's Schools Come Alive initiative.

**d) Partnership with Capital Health:** As noted previously, healthy weights in children and youth is a priority for Capital Health and this guides the work Capital Health staff do in our district schools. The quarterly newsletter for teachers and school staff usually includes an item on nutrition or activity. Two health fairs, involving information about nutrition, activity and other topics, were held recently, one at L'Académie Vimy Ridge Academy and the other at Dan Knott School. All schools were invited to attend these fairs. The Capital Health regional nutritionist is in the process of completing a resource for parents, teachers and students related to nutrition. The resource will include lesson ideas, tips, sources of information and so forth. HEAL (Healthy Eating Active Living) Chefs is a program focused on developing the interest, knowledge and skills of students in healthy eating and active living. The program has been provided to grades 7, 8 and 9 students in the City Centre Education project. Young Chefs, a similar program, has been provided to many elementary students in different schools in the district. In Bonnie Doon area schools, a Capital Health nurse and student nurses were involved in such activities as: use of Body Image Kits at all grade levels in several schools, a grade 5 nutrition class, a grade 7 health conference, a grade 1 and 2 healthy eating session, a self-care and nutrition class to a junior high transition group, training peer educators to deliver messages to elementary students on making healthy lunch and snack choices, and a display on healthy lunch and snack choices for use at a parent evening. The Millwoods Health

Centre conducted a survey of beverages available to students in Millwoods schools. They received responses from 43 schools, 32 of them Edmonton Public Schools, and the responses are provided in Appendix X. They also provided nutritional information at kindergarten parent meetings, a parent evening focusing on healthy snacks and lunches and developed a display on the sugar content of common beverages for showcasing in various schools. Similar activities occur through the North East and Woodcroft health centers. Capital Health also works directly with families through its “Collective Kitchens” program. This program assists community members to get together to plan nutritious meals, to shop and to cook meals. The majority of the collective kitchens cook four meals at a cost of two dollars to three dollars per person in the family. Many of the collective kitchens meet monthly.

**e) Sports Alternative Program:** Through the Sports alternative program students who are elite athletes or who are passionate about a sport have an opportunity to expand their skills and to participate more frequently. This year the program serves 408 students.

**f) Staff Wellness:** The district has arranged discount packages with the City of Edmonton Fitness and Leisure Centres, the Kinsmen Sports Centre, the Commonwealth Sports and Fitness Centre and with the MacEwan Sport and Wellness Centre. A Walking Program information package is under development for use in schools and central services. In 2003, approximately 100 people tried out for, participated or volunteered for 14 or 15 events as part of the EPS Corporate Challenge Team. Central services and schools additionally organize programs such as aerobic classes, walking clubs, and team sports.

**LIKELIHOOD OF DAILY MANDATED PHYSICAL EDUCATION:** The administration does not believe the province will mandate daily physical education, but that it will mandate daily “physical activity” and leave the interpretation and implementation up to districts. The province will direct the daily “physical activity” to support outcomes of the current Physical Education program of studies.

Should the province mandate daily physical education, there would be a number of challenges to overcome:

- Timetabling daily physical education into the school day in an already crowded schedule would be very difficult
- Many schools with larger populations would not have sufficient gymnasium capacity to allow all classes in the school to have timetabled daily physical education.
- Providing physical education and nutrition expertise to all our schools would be a challenge.
- Consideration would have to be given to establishing a training program for teachers to acquire expertise in this area.

**OPTIONS FOR AUGMENTING CURRENT PRACTICE:** The options developed take into consideration that our current practice does address issues of healthy lifestyles and that our primary focus must be instruction of the provincial curriculum. They also acknowledge that although we are not primarily responsible for the nutritional and well-being decisions of children and families, we can and do play an important role. The options that have costs have budget implications.

Options under consideration for implementation this spring and in the 2004-2005 academic year include:

- Investigate the feasibility of all schools having access to physical education and health expertise on staff
- Develop and distribute sample timetables for elementary and junior high schools that meet provincial requirements, including the phasing in of required daily physical activities
- Collect and share information regarding best practices in physical education and health, for example, Active Playgrounds, *Ever Active* Schools, food and beverages available at school
- Collect and share information regarding effective resources, for example, Body Image Kits, Walking Tour of Canada and Capital Health website
- Highlight strategies that demonstrate how physical education and health courses support the instructional focus work
- Pursue the Canadian soft drink industries commitment to eliminating carbonated drinks in elementary and junior high and support the introduction of water, juice and other nutritional offerings at all levels of schooling
- Disseminate information learned through initiatives in the City Centre Education Project related to nutrition and active living
- Provide representation to Alberta Learning regarding the present health curriculum with the view of placing greater emphasis on food and food preparation and the possibility of offering practical arts courses at the junior high level, including home economics with an emphasis on food and nutrition
- Pilot a locally developed course about Nutritious Food Preparation at the junior high level
- Re-evaluate, in collaboration with Alberta Learning and surrounding districts, the use of summer school as a mechanism for offering physical education and CALM
- Continue to support and participate in “activeedmonton”
- Encourage schools to use or seek healthy prizes from donors, for example, skipping ropes or balls instead of candy; providing milk and apple along with pizza
- Provide opportunities for consultation and provide information and strategies on a planned basis to parents and staff regarding healthy active lifestyles through School Councils, Key Communicators, Keynotes, The Compass and the district website
- Propose to Alberta Learning that there be a provincially coordinated initiative involving appropriate ministries and organizations to examine the issue of healthy nutrition and active lifestyles

GC/ee

APPENDIX I:	HIAA.BP - Health Instructional Materials
APPENDIX II:	HGDJ.BP - Participation In Athletic Activities
APPENDIX III:	HGDJ.AR - Participation in Athletic Activities
APPENDIX IV:	GBE.BP - Staff and Student Health and Safety
APPENDIX V:	EFA.AR - School Cafeteria Services
APPENDIX VI:	DFGA.AR - School Generated Funds
APPENDIX VII:	Article from <i>Anchorage Daily News</i> , “Coca-Cola Agrees to Vending Guidelines for Schools”
APPENDIX VIII:	Article from <i>National Post</i> , “Pop Pulled From Schools”
APPENDIX IX:	Excerpt from Bisset School Newsletter
APPENDIX X:	Capital Health: Survey of Beverages Available in Millwoods Schools



## Edmonton Public Schools Board Policies and Regulations

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CODE: HIAA.BP

TOPIC: Health Instruction Materials

EFFECTIVE DATE: 26-05-1998

ISSUE DATE: 27-05-1998

REVIEW DATE: 05-2003

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### HEALTH INSTRUCTIONAL RESOURCES

Instructional resources for health, where applicable, shall:

- promote healthy attitudes towards human sexuality;
  - promote respect for one's physical, mental, spiritual, and emotional well-being and that of others;
  - recognize the role of the family regarding the health and welfare of society;
  - promote parent and community satisfaction with health programs;
  - promote a balanced view of the issues, and refrain from one-sided or biased views;
  - view health issues sensitively, avoiding unduly violent or frightening depictions of the issues; reduce likelihood of substance abuse; and
  - promote the view that abstinence from sexual relationships is the most effective method of preventing sexually transmitted diseases and unwanted pregnancies.
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Reference(s):

[HI.BP](#) - Instructional and Learning Resources

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## Edmonton Public Schools Board Policies and Regulations

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CODE: HGDJ.BP

TOPIC: Participation in Athletic Activities

EFFECTIVE DATE: 26-05-1998

ISSUE DATE: 27-05-1998

REVIEW DATE: 05-2003

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The board recognizes participation in athletic activities as a component of school programming for the enhancement of students' skills, knowledge, and attitudes and for the promotion of positive attitudes within and among schools participating in interschool athletics.

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Reference(s):

[HGDJ.AR](#) - Participation in Athletic Activities

[HA.BP](#) - Student Programs

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## Edmonton Public Schools Board Policies and Regulations

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CODE: HGDJ.AR

TOPIC: Participation in Athletic Activities

EFFECTIVE DATE: 02-06-1998

ISSUE DATE: 12-06-1998

REVIEW DATE: 06-2003

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1. All students shall be provided with opportunity to participate in athletic activities, provided that facilities and appropriate staff are available to coach and/or supervise.
  2. Schools shall be provided with opportunities to participate in interschool athletic activities.
  3. Other school jurisdictions shall be permitted to participate in a district athletic activity when to do so would not reduce the educational benefits of the activity for district students.
  4. Participation in interleague, provincial, and interprovincial competitions shall be permitted.
  5. Should a district student be declared ineligible for an activity sponsored by the Alberta School Athletic Association (ASAA) by virtue of membership in a non-school team, action shall be taken to clarify the eligibility of the student. This action may include:
    - a. appeal to the Human Rights commission
    - b. withdrawal of membership and funding support from ASAA
    - c. representation to Alberta Learning, Alberta Sport council, Alberta Recreation and Parks, and other organizations providing funding to ASAA regarding the nature of the ineligibility declaration.
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Reference(s):

[HA.BP](#) - Student Programs

[HGDJ.BP](#) Participation in Athletic Activities

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## Edmonton Public Schools Board Policies and Regulations

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CODE: GBE.BP

EFFECTIVE DATE: 07-04-1992

TOPIC: Staff and Student Health and Safety

ISSUE DATE: 28-04-1992

REVIEW DATE: 04-1997

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The board recognizes and respects the rights of all its staff members and students to:

- a work and learning environment that promotes health and safety; and
- to privacy and medical confidentiality.

In addition, the board expects staff members and students to recognize their obligation to protect the health and safety of themselves and others.

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Reference(s):

[GAA.BP](#) - Personnel Policies Priority Objectives

[GBE.BR](#) - Staff and Students with HIV-Infection-AIDS

[GBE.AR](#) - Staff and Students with HIV-Infection-AIDS

[IHCA.AR](#) - Hygienic Practices

[IHCC.AR](#) - Communicable Disease

*Occupational Health and Safety Act*

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## Edmonton Public Schools Board Policies and Regulations

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CODE: EFA.AR  
TOPIC: School Cafeteria Services

EFFECTIVE DATE: 10-06-1997  
ISSUE DATE: 19-09-1997  
REVIEW DATE: 06-2002

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1. The term "cafeteria services" includes student cafeterias, staff dining rooms, kitchen sales, banquets, catering, and special orders.
  2. Cafeteria operations shall be self-supporting. Revenues must cover the cost of food supplies and materials in addition to the salaries of cafeteria staff.
  3. Where vending machines are used to supplement a cafeteria, vending machine revenues shall be considered part of total cafeteria operations.
  4. In high schools offering Food Preparation 12/22/32, cafeteria services may be operated as part of the foods program.
  5. All revenue from Cafeteria Services shall be remitted to Financial Services - Revenue Accounting on or before the 15th of the month following the month of receipt and shall be allocated to Food Services revenue object.
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Reference(s):

[DFGB.AR](#) - Administration of School-Collected Funds

[DM.AR](#) - Cash Security

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## Edmonton Public Schools Board Policies and Regulations

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CODE: DFGA.AR  
TOPIC: School Generated Funds

EFFECTIVE DATE: 10-06-1997  
ISSUE DATE: 19-09-1997  
REVIEW DATE: 06-2002

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### A. DEFINITION OF TERMS

School Generated Funds are funds collected by the school and fall into two main categories:

1. Remitted Funds - funds remitted to central services to cover expenditures which are charged against the school budget and accounted for centrally. If the expenditure is charged to a central service decision unit, the remittances are allocated to general revenue. If the expenditure is charged to the school, the amount remitted is included in the school's local revenues and offset against expenditures in calculating the surplus or deficit carried forward. These funds include:
  - a. funds collected and remitted to Financial Services for expenditures that will be charged to the school's regular budget.
    - for example, textbook rentals, instructional material fees, and leases
  - b. funds collected and remitted to Financial Services and charged to a central service decision unit.
    - for example, bus passes, non-resident fees, parking rentals, and goods and services tax
2. Retained Funds - funds collected for specific purposes or activities. These funds are retained at the school and expenditures for these activities are paid by the school and charged against the revenues in the school's accounts. These revenues or expenditures are not taken into account in calculating the school's surplus or deficit to be carried forward. These funds include:
  - a. funds collected as voluntary fees where the costs are paid out of funds collected and retained at school.
    - for example, student union and club activity fees, picture sales, yearbook sales, student identification card sales, lock sales, T-shirt sales, graduation fees, field trip fees, kindergarten fees, lunchroom fees, and other similar items
  - b. funds, including gifts and donations, raised by means of an activity or appeal to the public for a specified educational purpose.
  - c. funds held in trust and administered by the school for a school parent and community group.
  - d. funds raised from investments, commissions and vending machines.
    - for example, term deposit interest earned on deposits placed with Central Services, bank current account interest, commissions received, such as book fairs, and pictures

- e. funds raised in the school by the sale of goods and services when costs are paid by the school out of retained funds.
  - for example, book stores, cafeteria, other customer services

## B. REGULATIONS

- 6. Schools shall include all school generated funds in their annual budget except those budgeted in Central Services such as bus passes and non-resident fees.
- 7. School generated funds shall not be used for the benefit of the school staff.
- 8. Prior to the collection of funds by means of a voluntary per-student fee, principals shall ensure that students and, or their parents are informed of the optional nature of such fees.
- 9.
  - a. All retained funds raised, held in trust for a school parent and community group, or donated for a specified purpose shall be used only for that purpose unless mutually agreed by the principal and the fund-raising group or donor.
  - b. Any surplus funds may be spent on other student related activities, provided this intent is communicated prior to the collection of money.
- 10.
  - . The soliciting of funds from individual students and staff on school premises is prohibited by board policy JJ.BP.
  - a. While not prohibited, games of chance and door-to-door canvassing by children should only be undertaken with due consideration of community attitudes toward such activities.
- 11. All fund raising activities or appeals shall comply with the *Charitable Fund-Raising Act* and its regulations.

Information on registration requirements may be obtained from Alberta Municipal Affairs, Housing and Consumer Affairs Division.

- 12. Principal's Responsibilities:
  - . approving any school, staff, and-or student involvement in fund-raising activities conducted by the school.
  - a. consulting with any individual(s) and group(s) raising funds for the school, regarding proposed use of the funds, publicity methods to be used, and the timeliness of the activity or appeal.
  - b. approving the proposed use of all school generated funds, including funds donated by school parent and community groups, and communicating this to the community and or donor group prior to the collection of any funds.
  - c. Approval of the proposed use of donations should be in writing. For donations eligible for tax credit status, refer to administrative regulation JH.AR - Public Gifts to School.
  - d. identifying the party(s) responsible for a fund raising activity and communicating this to the community prior to the activity. It is important to distinguish between activities conducted by the school in which parents may participate or volunteer and activities conducted by

school parent or community groups in which the school participates or assists in promoting.

### 13. Funds Raised by School Parent and Community Groups

A school parent or community group raising funds to donate to the school shall retain all responsibility for financial accounting and reporting, and any attendant liability for its activities until the funds are accepted by the school.

#### . Group Administration of Funds

- i. Groups choosing to administer their funds independently are encouraged to register under the *Societies Act of Alberta* which has prescribed reporting requirements. If a school, parent or community group intends to raise funds for the school through games of chance regulated by Alberta Gaming (bingos, raffles, casinos...), the group, or a subcommittee thereof, is required to be incorporated under the *Societies Act of Alberta* for licensing purposes.

The group name shall not have a direct reference to the school. For example, the Riverbend Band Parents' Association not Riverbend School Band Parents' Association.

- ii. The school principal and staff shall not have signing authority or financial responsibility for the group's account(s).
- a. School Administration of Funds Held in Trust
    - i. The principal may authorize groups, so requesting, to have their funds administered by the school.
    - ii. The funds shall be entered into the school's records and be accounted for separately.
    - iii. The principal shall provide the group with monthly financial reports of the funds and a group representative may pre-authorize the disbursement of funds.
  - b. School Administration of Donated Funds
    - i. When a group donates funds to the school, at that time the funds shall be entered into the school's records and be accounted for separately.
    - ii. If the funds are donated for a specified purpose, the principal shall provide the group with monthly financial reports of the funds.

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Reference(s):

[DFGB.AR](#) - Administration of School-Collected Funds

[EDBB.AR](#) - Community Purchase of Supplies and Equipment

[GBB.BP](#) - Community Funded Personnel

[INB.AR](#) - School Assessed Fees

[JA.AR](#) - Parent and Community Involvement

[IAA AR](#) - Educational Partnerships and Sponsorships



[JH.BP](#) - Public Gifts

[JH.AR](#) - Public Gifts

Edmonton Public Schools' Budget Manual

[\*Charitable Fund-Raising Act\*](#)

[Alberta Municipal Affairs](#)

[\*Societies Act of Alberta\*](#)

[Alberta Gaming](#)

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*Healthier people in healthier communities*

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### **Summary of Survey of Beverages/Drinks Available to Students in Mill Woods Schools**

A survey of beverages/drinks available to students in Mill Woods schools was carried out in November and December 2003. The survey was part of an initiative by the Mill Woods school health nurses to promote healthy school environments. A questionnaire was conducted verbally by community health nurses or U of A student nurses with principals of the 43 Mill Woods schools. Included in the 43 schools are: 31 Elementary, 7 Junior High, 2 Elementary-Junior High combined, 2 Senior High Schools and 1 Kindergarten to Gr. 12 school.

The following are key findings:

- 27 out of 43 schools have a vending machine that is available for students. 17 Elementary schools had vending machines. All Junior High and High schools had at least one vending machine. One senior high school had 13 vending machines.
- The number of schools with vending machines that offered the following drinks were: fruit flavored drinks (24), 100% fruit juices (15), pop (12) water bottles (12) sport drinks (5). Only 2 schools' vending machines carried white or chocolate milk. All schools have water fountains.
- Other means of offering beverages/drinks to students were through venues like concessions, canteens, "special lunches" or breakfast programs. 19 schools reported they offered milk through concessions or milk programs. Other drinks offered through different venues were: juices or fruit drinks, slushes or pop.
- The percentage of students who brought lunches (and their own drinks) to schools ranged from 15% to 100%. Some schools indicated their percentage given increased during the winter months.
- 17 schools indicated there were convenience stores nearby (where students may go to buy drinks); 6 schools indicated they did not allow students to go to convenience stores during school hours.

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