

Administrative Guidelines

The school's health promotion policy will be most successful by:

- Providing a safe, supportive and respectful environment for all,
- Ensuring student participation and fostering student empowerment,
- Collaborating with parents and the local community,
- Addressing the health and well being of all those within the school environment, and
- Integrating health promotion into the school's ongoing activities.

Richmond's goal is to be a proactive, strength affirming and health promoting community. Creating, maintaining and promoting a school policy that reflects these values should involve a specifically identified group of school based advocates including administrators, teachers, parents and community partners. This group will take responsibility for school food vending policies and food selection as well as health promotion with the student and parent community. Students should be particularly active in selecting healthy food to be sold at the school. Food selection is to be in accordance with _____, which provides a summary of

Evaluate The School's Physical And Social Environment

The Physical Environment refers to the buildings, grounds and equipment in and around the school. An environmental scan can be used to modify existing conditions to enhance safety (eg. prune shrubs to improve sightlines, repair worn or fragile equipment, provide facilities for student activity.)

The Social Environment refers to the quality of the relationships among and between staff and students and the relationships with parents and the wider community.

Employ Both Formal And Informal Curriculum

Formal and informal curriculum and activities assist students to gain understandings that enable them to build competencies for action to improve personal and community health.

Physical well-being is an important aspect of health promotion. Growing concern about obesity in youth and forecast increases in health concerns such as diabetes require response from communities, parents, teachers and students. Providing for regular physical activity at home and at school is part of this response.

The _____ of Queen's University reports that 80% of youth aged 11-16 years do not participate in enough physical activity to meet national guidelines for healthy living. Conversely, rates of sedentary behaviours such as television viewing and computer use are alarmingly high in Canadian youth.

The province has responded to this need by providing _____ to foster regular physical activity in schools and at home. Schools are encouraged to provide daily physical activity for all students using this program and other resources. (Note that _____ is not yet available for secondary grades but a Grade 8 and 9 version is under development.)

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Secondary schools may provide food through vending machines so long as healthy choices are available and all choices are labeled to indicate their nutritional value using the four part scheme in the [Nutrition Facts](#) : (choose most, choose sometimes, choose least and not recommended). No later than 2009 at least 50% of all foods and beverages sold in schools must be from the "choose most" category and 40% to 50% from the "choose sometimes" category. Not more than 10% can be from the "choose least" category and none can be in the "not recommended category."

In addition to ensuring that vending machines provide appropriate foods, secondary schools should consider the following.

Display placement influences sales. For example items placed at eye level generate better sales. Conclusion: place healthiest choices at eye level.

Price is the most important factor in helping students make healthier choices. Where healthier items cost less, students are more likely to choose them over their more expensive, less nutritious counterparts.

Food items that have a higher probability of causing serious allergic reactions should be avoided or discouraged.

A wide range of programs are provided in schools to support the mental and social/emotional health of students. The Health and Career Education K-10 curriculum is the primary provincial program. Additional programs are provided locally through partnership with Population Health, CHIMO, Touchstone, Richmond Youth Services, the RCMP and Richmond Addiction Services. Area Counsellors in elementary and school-based counselors in secondary are available to support these programs and provide additional services to students who require them. Some examples of Social Emotional Learning programs currently used would be CARE, a safety awareness and prevention program for primary children, DARE, a skill building program to assist children deal wisely with issues such as the pressure to use drugs, and Roots of Empathy, a positive pro-social skill building program emphasizing among other things, empathy and mutual respect.

The Search Institute's Framework of Developmental Assets identifies factors that collectively contribute to a person's ability to achieve personal success. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development.

The Richmond School District, City of Richmond, Richmond Health Services, Ministry of Children and Family Development and RCMP have formed the Richmond Asset Group in order to collaborate in using Developmental Assets as an organizer for their collective efforts to build a stronger, youth friendly community. Schools are also encouraged to use this framework, particularly when considering the complementary roles of the school, home and community in health promotion.

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<http://www.aitc.ca/bc/snacks>: recipes for healthy lunches and snacks, student activities, field trips and links to more web sites.

<http://www.dieticians.ca/eatracker>: track your day's food and activity choices and compare them to the guidelines laid out by Health Canada.

<http://education2010.lldt.net/programarchive.php>: wide range of student activities related to health and nutrition under the Olympic banner - for example, see Sports Channel>Food and Performance>Project Rooms.

Calculating Fat and Sugar Content: understand how to determine the percentage of fat and sugar percentage by weight in a product.

Determining Sugar Source: understand the importance of an ingredient list and the type of sugars used in products.

Success Stories: a few examples of what schools learned when they made the transition to providing healthy foods to their students.

http://www.health.gov.bc.ca/pho/pdf/o_prevention.pdf An Ounce of Prevention - a Report of the Provincial Health Officer.

<http://www.actnow.bc.ca/>