



**DISTRICT EDUCATION COUNCIL  
Superintendent's Monitoring Report**

<b>Policy Name</b>	<b>Healthy Living</b>		
<b>Policy Number</b>	<b>ASD-W-ER 2.3</b>	<b>Number of Reports per year</b>	<b>1</b>
<b>Policy</b>	<p><i>The Council believes learning and teaching are enhanced through healthy living practices. Therefore, students will benefit from learning opportunities and programs that support healthy living, which includes but is not limited to mental health, nutrition, and physical activities in all facets of school. All members of the school community, including school staff, food service providers, parents and students will be involved in achieving the goals of this policy.</i></p>		
<b>Date of Report</b>	<b>February 20, 2020</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>N/A</b>		
<b>Report Filed by:</b>	<b>David McTimoney, Superintendent</b>		
<b>Report Supported by:</b>	<b>Dianne Kay, Director of Curriculum and Instruction</b> <b>Susan Young, Supervisor of Data and Accountability</b> <b>Catherine Blaney, Director of Education Support Services</b>		
<p><b><u>Interpretation:</u></b></p> <p><b>1. This policy calls for the Superintendent to provide learning opportunities and programs that support and promote healthy living practices, for all to benefit, within the learning and working environment.</b></p> <p><b><u>Justification:</u></b></p> <p><b>1. The primary purpose of Physical Education is to help students develop the skills, knowledge and attitudes necessary for participating confidently in many different forms of physical activity and maintaining a physically active lifestyle into and through adulthood. (EECD Physical Education Curricula).</b></p>			

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<p><b>2. Physical Education provides opportunities for all students to learn about physical fitness and enjoy moving by focusing on the development of fundamental movement skills, movement concepts and strategies, as well as, personal and social skills. (EECD K-5 Physical Education Curriculum p.12).</b></p> <p><b>3. The Canadian Medical Association reports healthy eating and physical activity to be two of the most important behaviours to create or maintain optimum physical health. <a href="https://www.cma.ca/sites/default/files/2018-11/PD15-12.pdf">https://www.cma.ca/sites/default/files/2018-11/PD15-12.pdf</a></b></p> <p><b>4. The Pan-Canadian Joint Consortium for School Health (JCSH) defines mental health as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community. <a href="http://www.jcsh-cces.ca/images/PMH_TK_One-Pager_2017.pdf">http://www.jcsh-cces.ca/images/PMH TK One-Pager 2017.pdf</a></b></p> <p><b>5. Motives or participation in physical activity, stems from student enjoyment of fitness/health , competence/challenge (to improve at an activity, to meet a challenge, or to acquire new skills), social affiliation and appearance , as noted by The Monitoring Activities of Teenagers to Comprehend their Habits (MATCH) study 2018, (<a href="https://sirc.ca/blog/match-spotlight-on-a-canadian-study-on-sport-participation">https://sirc.ca/blog/match-spotlight-on-a-canadian-study-on-sport-participation</a>)</b></p> <p><b>6. The fostering of a classroom environment that support resilience is increasingly considered as important to child and youth development as academic achievement. (NB Student Wellness Survey 2015-2016).</b></p> <p><b>7. Resilience is defined by the Joint Consortium School Health as the ability to persist in the face of adversity and to thrive even when encountering challenges. (<a href="http://www.jcsh-cces.ca/">http://www.jcsh-cces.ca/</a> )</b></p> <p><b>8. “The relationship between wellness and education is a two-way mutually supportive one. Research has observed a negative correlation between risky health behaviors and health status and education (academic achievement and performance)” Suhrcke &amp; Pas Nieves, 2011 as cited in the NB Student Wellness Survey 2015-16).</b></p> <p><b>9. The fulfillment of mental health needs (competence, relatedness and autonomy) has been connected to positive outcomes such as enhanced academic self-esteem, increased academic performance and decreased likelihood of dropping out of school. (NB Student Wellness Survey 2015-16).</b></p>	

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<p><b><u>Compliance:</u></b></p> <ol style="list-style-type: none"><li data-bbox="276 273 1485 451"><b>1. All schools will adhere to the guidelines for instructional minutes for <i>You and Your World</i> (K-2), Personnel Wellness (3-5), Health Education (6-8), Personal Development and Career Planning (6-8), Personal Development and Career Planning (9-10), Physical Education (K-5), Physical Education (6-8), Health and Physical Education (9-10). (Appendix A)</b></li><li data-bbox="276 493 1485 567"><b>2. All service providers within ASD-W will adhere to the expectations within Policy 711.</b></li><li data-bbox="276 609 1485 682"><b>3. Information will be provided to parents and the community on living a healthy lifestyle via the ASD-W Website.</b></li><li data-bbox="276 745 1079 777"><b>4. Schools foster environments that support resiliency.</b></li><li data-bbox="276 840 1128 871"><b>5. All schools support the 2019/2020 concussion protocol.</b></li><li data-bbox="276 934 1485 1165"><b>6. Provincial In Confidence - Everyday Counts program offers attendance support and provides timely service. All ASD-W schools designate a Wellness rep that works with the NBTA Wellness committee to facilitate activities and initiatives for all staff. Schools provide opportunities to participate in researched strength-based programs such as Positive Mental Health, PBIS (Positive Behavior Intervention and supports) and Health Promoting Schools.</b></li></ol>	

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**Evidence:**

- **School report card data monitored to review the level of academic achievement with: *You and Your World (K-2), Personal Wellness (3-5), Health Education (6-8), Personal Development and Career Planning (6-10), Physical Education (K-8), Health and Physical Education (9-10).* (Appendix B)**

*Students will maintain at the meeting or excelling expectation levels in K-5 and achieve 1% above previous year end performance in 6-8, as noted on the K-8 Report cards and/or see a 1% increase in final grades at 9-12 for Health and Physical Education (9-10).*
- **ASD-W website – Parent information section provides information on healthy living for parents and school communities**  
<http://web1.nbed.nh.ca/sites/ASD-W/HealthyLearners/Pages/default.aspx>
- **In- confidence regular communication to all staff. (Appendix C sample)**
- **Teachers and schools will use tools, strategies and resources to build on the learning opportunities and programs that support students’ resiliency, and healthy living (This includes but is not limited to mental health, nutrition, and physical activities in all facets of school).**

*The 2015-2016 Wellness data survey results will be compared to the 2018-2019 results. (Appendix D)*

**Compliance: I report compliance with this policy.**

**Superintendent’s Signature:** \_\_\_\_\_

**DEC Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Compliance of Delivery of Courses**

**HEALTH AND PHYSICAL EDUCATION COURSES SCHEDULED IN SCHOOLS**

✓	Physical Education K
✓	You and Your World K
✓	Physical Education 1
✓	FI Physical Education 1
✓	You and Your World 1
✓	FI You and Your World 1
✓	Physical Education 2
✓	You and Your World 2
✓	Personal Wellness 3
✓	FI Per Wellness 3
✓	Physical Education 3
✓	FI Physical Education 3
✓	Personal Wellness 4
✓	FI Per Wellness 4
✓	Physical Education 4
✓	FI Physical Education 4
✓	Personal Wellness 5
✓	FI Per Wellness 5
✓	Physical Education 5
✓	FI Physical Education 5
✓	Health Education 6
✓	FI Health Education 6
✓	Pers. Dev. & Career Plan. 6
✓	FI Pers. Dev. & Career Plan. 6
✓	Physical Education 6
✓	FI Physical Education 6
✓	Health Education 7
✓	FI Health Education 7
✓	Pers. Dev. & Career Plan. 7
✓	FI Pers. Dev. & Career Plan. 7
✓	Physical Education 7
✓	FI Physical Education 7
✓	Health Education 8
✓	FI Health Education 8
✓	Pers. Dev. & Career Plan. 8
✓	FI Pers. Dev. & Career Plan. 8
✓	Physical Education 8
✓	FI Physical Education 8

<b>Scheduling Legend</b>	
✓	Scheduled in all schools

Note: Where staff are available, some schools are able to offer Phys Ed and PDCP in French

Total # of Schools Offering These Courses							
	Eng	FI	Total	Eng	FI	Total	
K	44	-	44	6	29	13	29
1	44	22	44	7	29	14	29
2	44	-	44	8	29	14	29
3	43	21	43				
4	43	19	43				
5	43	19	43				

**ASD- W K- 8 Report Card Data Summary**  
**STUDENTS MEETING OR EXCELLING EXPECTATIONS**

**Grades K-8 Report Card Data**  
**% (3,3+,4,4+)**

Anglophone West School District	June 2017	June 2018	June 2019
<b>K-2 You and Your World</b>	98%	98%	98%
<b>K-5 Phys Ed</b>	96%	96%	96%
<b>3-5 Personal Wellness</b>	97%	97%	97%
<b>6-8 Health</b>	97%	97%	98%
<b>6-8 Phys Ed</b>	94%	93%	94%
<b>6-8 Pers. Dev. &amp; Career Planning</b>	93%	96%	95%

*Excellent (4, 4+) Student learning and work show strong and/or exceptional achievement.*

*Meeting (3, 3+) Student learning and work shows appropriate and/or proficient achievement*

**Grades 9-12 F1 Report Card Data**  
**%60>**

Anglophone West School District	June 2017	June 2018	June 2019
<b>9-10 Health &amp; Phys Ed (45h)</b>	99%	98%	97%
<b>9-10 Health &amp; Phys Ed (90h)</b>	97%	97%	97%
<b>9-10 Pers. Dev. &amp; Career Planning</b>	91%	94%	96%

# FW: Presenting your inConfidence newsletter - Q4 2019



Haanstra, Susan (ASD-W) <susan.haanstra@nbed.nb.ca>

To ○ (ASD-W) All Staff -Anglophone West School District

<h2>inConfidence®</h2>	
<p><b>Life Events and Our Mental Health</b></p> <p>Significant life events can bring unique stressors. Whether it's the death of a loved one or the birth of a child, adjustment to new circumstances can be the hardest part. Your family and friends are a great support system that can help guide you through the process.</p> <p>Click the link below to access this quarter's newsletter.</p> <ul style="list-style-type: none"><li>• <a href="#">Q4 Newsletter (English)</a></li></ul>	
<p><b>Remember: inConfidence is here for you 24 hours a day, seven days a week, with support for your mental, physical, financial, and emotional well-being.</b></p>	
<p>Online: <a href="http://www.myinconfidence.ca">www.myinconfidence.ca</a> User name: GNB; Password: Inconfidence Toll Free 1-866-721-1738; TTY 1-877-371-9978</p>	

## NB Student Wellness Surveys

	NB	District scolaire francophone nord-est	District scolaire francophone nord-ouest	District scolaire francophone sud	Anglophone East School District	Anglophone North School District	Anglophone South School District	Anglophone West School District	Indigenous	Anglophone	Francophone	Immigrant	Male	Female
Elementary obesity (K to 5)														
2010-11	36.0	38	39	30	32	40	37	36		36.0	39.0		35.0	38.0
2013-14	36.0	35	37	29	34	42	37	38	45	37.0	32.0	36.5	37.0	34.0
2016-17	35.1	34	35	29	35	43	37	35	45	36.7	31.7	36.0	36.2	34.0
	-0.9	-1.0	-2.0	0.0	1.0	1.0	0.0	-3.0	0.0	-0.3	-0.3	-0.5	-0.8	0.0
Youth (6 to 12)														
2009-10	23.0							23					25	20
2012-13	28.0	28	28	25	26	34	27	29	37	28	27		32	23
2015-16	28.0	28	28	23	26	36	27	29	38	29	26		32	23
2018-19	28.0	29	29	25	26	33	26	28	33	27	27	23	30	24
	0.0	1.0	1.0	2.0	0.0	-3.0	-1.0	-1.0	-5.0	-2.0	1.0	0.0	-2.0	1.0
	NB	District scolaire francophone nord-est	District scolaire francophone nord-ouest	District scolaire francophone sud	Anglophone East School District	Anglophone North School District	Anglophone South School District	Anglophone West School District	Indigenous	Anglophone	Francophone	Immigrant	Male	Female
Resilience (% high and moderate)														
Youth (6 to 12)														
2012-2013	67	73	78	74	64	64	65	65	57	63	72	66	62	69
2015-2016	73	75	79	80	72	68	72	70	62	71	78	73	71	76
2018-2019	71	73	78	75	69	66	70	70	64	69	75	73	69	73
	-2	-2	-1	-5	-3	-2	-2	0	2	-2	-3	0	-2	-3