



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

Policy Name	Healthy Living		
Policy Number	ASD-W-ER 2.3	Number of Reports per year	1
Policy	<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>		
Date of Report	February 23 2023		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	<p>Dianne Kay, Director of Curriculum and Instruction Susan Young, Supervisor of Data and Accountability Ross Campbell, Subject Coordinator for Health and Physical Education</p>		
<p><u>Interpretation:</u></p> <p>This policy calls for the Superintendent to ensure, through members of the school community, that there are learning opportunities and programs that support and promote healthy living practices, for all to benefit, within the learning and working environment.</p> <p><u>Justification:</u></p> <p>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)</p>			

2. **Physical Education provides opportunities for all students to learn about physical activity 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)**
3. **“Quality Daily Physical Education (QDPE) ensures that all children have the opportunity to develop the knowledge, skills, and habits that they need to lead physically active lives now, and just as importantly, into the future. A QDPE school is one that values the importance of physical education to the complete learning of our children and has engrained QDPE and physical activity into the foundation and culture of the school environment.”** [Quality Daily Physical Education | PHE Canada](#)
4. **The Canadian Medical Association reports healthy eating and physical activity to be two of the most important behaviors to create or maintain optimum physical health.** <https://www.cma.ca/sites/default/files/2018-11/PD15-12.pdf>
5. **The Pan-Canadian Joint Consortium for School Health (JCSH) defines positive mental health as a component of overall health and is shaped by individual, physical, environmental, social, cultural, and socio-economic characteristics. Fostering the development of positive mental health by supporting individual resilience, creating supportive environments and addressing the influence of the broader determinants of mental health, are key components of promoting mental health .** [Glossary - Joint Consortium for School Health \(jcsH-cces.ca\)](#)
6. **“Fostering Positive Mental Health is about adapting practices that contribute to well-being , engagement and performance.”** <http://www.jcsH-cces.ca/>
7. **Motives or participation in physical activity stem from students’ enjoyment, 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.** ([SIRC | The Sport Information Resource Centre](#))
8. **The fostering of a classroom environment that support resilience is increasingly considered as important to child and youth development as academic achievement. 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.** (<http://www.jcsH-cces.ca/>)

Compliance:

1. **Schools foster practices to support healthy school environments that enhance resiliency and personal growth. (Appendix A)**

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<p data-bbox="272 205 1487 386">2. All schools will adhere to the delivery of provincial curriculum for <i>Exploratory Block</i> including Personnel Wellness (K-2), Personal Wellness (3-5), Physical Education (K-5), Personal Wellness (6-8), Personal Development and Career Planning (6-8), Personal Development and Career Planning (9-10), Physical Education (6-8), Health and Physical Education (9-10). (Appendix B)</p> <p data-bbox="305 428 1471 495">NOTE: For the 2022-2023 school year, schools and teachers have continued to follow the provincial prioritized curriculum.</p> <p data-bbox="305 537 1471 604">At 6-8 the Personal Wellness curriculum combines important learnings in Health and Personal Development and Career Planning.</p> <p data-bbox="272 651 1487 718">3. All food service providers within ASD-W will adhere to the expectations within Policy 711.</p> <p data-bbox="272 760 1487 869">4. Pro-actively addressing vaping/tobacco usage in schools, ASD-W has embarked on a pilot program (STOMP- Students Together Moving to Prevent Tobacco Use) with 2 schools and have partnered to share learning resources with all schools.</p> <p data-bbox="272 911 1487 1058">5. Inclusion of all students in Physical Education instruction and physical activity opportunities is paramount and ASD-W has partnered with PHE Canada to deliver a pilot program called Game Changers, that will have students leading students in adapted physical activity opportunities.</p> <p data-bbox="272 1100 1487 1209">6. Information is provided to parents and the community on living a healthy lifestyle via the ASD-W Website. Kindergarten to Grade 12 – Anglophone West School District (nbed.ca)</p> <p data-bbox="272 1264 1263 1297">7. All schools support the concussion protocol released in 2019-20.</p> <p data-bbox="272 1360 1487 1428">8. All schools provide opportunities such as intramurals and extra-curricular activities for students to engage in healthy lifestyle choices.</p> <p data-bbox="272 1495 1487 1642">9. Provincial EFAP (Employee Family Assistance Provider) offers attendance support and provides timely service for ASD-W employees. (Appendix C). All ASD-W schools designate a Wellness representative that works with the NBTA Wellness committee to facilitate activities and initiatives for all staff.</p> <p data-bbox="272 1705 1487 1814">10. 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.</p>	

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Evidence:

- **Appendix A: CARR Student Survey results Grades 6-12**
- **Appendix B: School Report Results**
- **Appendix C: EFAP Newsletter**

Compliance: I report compliance with this policy.

Superintendent's Signature: _____

DEC Chair Signature: _____

Date: _____