



# ASD-W

Anglophone School District West

## District Education Council – Superintendent Monitoring Report

**Policy Name and Number:** ASD-W-ER 2.3 - Healthy Living

**Reports Per Year:** One

**Date of Report:** February 22, 2024

**Policy Statement:** 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.

**Report Filed By:** David McTimoney, Superintendent

**Report Supported By:** Dianne Kay, Director of Curriculum and Instruction  
Susan Young, Supervisor of Data and Accountability  
Ross Campbell, Subject Coordinator for Physical Education and Personal Wellness K-12

### Superintendent Interpretation:

- This policy calls for the superintendent to provide learning opportunities and programs that support healthy living practices, for all to benefit within the learning and working environment.
- This policy shows an expectation that students will demonstrate good mental health practices and have access to support services as needed.
- This policy calls on the district to ensure that students have access to the nutritional requirement they need to learn effectively in the instructional day.
- There is a requirement for parents to have information on healthy living.
- There is a requirement for food service providers to provide healthy choices at competitive prices.

### Justification:

- As noted on the Department of Education and Early Childhood Development (EECD) Elementary Physical Education curriculum site, learners develop an awareness of what it means to practice an active, healthy lifestyle. They make decisions about what activities they are most interested in. Fundamental movement concepts continue to develop, and learners combine and transfer these skills to other areas of interest. Their developing use of strategies enables learners to explore various roles within a team setting through collaboration. Learners learn the routines, procedures, and protocols of certain sports. Self-awareness and self-management develop through a variety

of social-emotional learning tools strategies, and the learner's growing independence. 30 minutes of structured daily physical education time is recommended to build endurance, strength, balance, and flexibility. This will support immediate and long-term health and well-being. (EECD Physical Education Curricula).

- Within the personal wellness curriculum, there are five main components: wellness, mental fitness, human growth and development, relationships, and career-connected learning. Each component has specific skills related to the learning about oneself and others with regards to general wellness, overall health, and emotions [Personal Wellness - NB Curriculum Framework \(nbed.ca\)](#)
- "Physical and Health education are foundational and have a direct impact on nurturing positive outcomes and preventing negative ones. It is centered on supporting students to gain the skills, knowledge and motivation to be healthy and aware, balanced, affirmed and connected, and active and well for life." **Canadian Physical and Health Education Competencies** <https://phecanada.ca/sites/default/files/content/docs/canadian-phe-competencies-en-web.pdf>
- There is a responsibility to support not only the academic growth of students in our system but also their mental health and well-being.
- There is a requirement to have a safe and healthy working and learning environment in our schools. This includes physical safety, emotional safety, and proactive programs and services.

### **Compliance:**

- For the 2023-24 school year, 34 schools in grades K-8 have begun implementation of the Holistic Curriculum created by the Department of Education and Early Childhood. All K to 8 schools will be using the updated curriculum beginning the 2024-25 school year, and all high school curriculum will be available on a digital platform by 2027. [Home - NB Curriculum Framework \(nbed.ca\)](#).

The new curriculum has well-being as one of the foundational tenets to how and why we teach. [Well-Being - NB Curriculum Framework \(nbed.ca\)](#)

- All schools adhere to the delivery of provincial curriculum for *Exploratory Block* including Personnel Wellness (K-2), Personal Wellness (3-5), Physical Education (K-5), Personal Wellness (6-8), Personal Development and Career Planning (9-10), Personal Wellness 9, Physical Education (6-8), Health and Physical Education (9-10). (Appendix B).
- All service providers within ASD-W will adhere to the expectations within EECD Provincial Policy 711 – Healthier School Food Environment. [PURPOSE \(gnb.ca\)](#)
- Many breakfast, break, and lunch programs are in place in ASD-W schools, supported considerably by our Community Schools staff.
- Pro-actively addressing vaping/tobacco usage in schools, ASD-W has embarked on 2 pilot programs that will eventually be offered to all High/Middle schools:

- a. STOMP - (Students Together Moving to Prevent Tobacco Use) A student lead education and awareness program with 2 schools (Oromocto High and Nackawic High).
  - b. QUASH - A smoking/vaping cessation program with 4 schools (Minto High, Leo Hayes High, Harvey High and Nackawic High).
- 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. This is piloting at Fredericton High School with plans to expand to others.
  - Information is available to parents and the community on living a healthy lifestyle via the ASD-W Website and the Healthy Learners in schools Team site, for teachers. [Kindergarten to Grade 12 – Anglophone West School District \(nbed.ca\)](https://www.nbed.ca/Kindergarten-to-Grade-12-Anglophone-West-School-District)
  - Schools will foster practices to support healthy school environments that enhance resiliency and personal growth. (Appendix A and C)
  - Schools continue to support the concussion protocol released in 2019/2020.
  - Schools have either a school counselor or ESS guidance teacher on staff or, for the smaller schools, access to a school counselor when required. There has been an increase in FTE allotted to guidance in the past two years as well as an investment in Behaviour Intervention Mentors.
  - School staff get training on ASSIST (suicide response) and VTRA (violent threat risk assessment) to help in emergency response that is often related to mental health.
  - There is a formal referral process to gain further assistance to support kids, beyond the scope of the school counselor.
  - All ASD-W schools provide opportunities such as intramurals and extra curriculars for students to engage in healthy lifestyle choices.
  - All ASD-W schools designate a Wellness Representative 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, and PBIS (Positive Behavior Intervention and supports).

**Appendices:**

- Appendix A – Resiliency Data from the CARR Student Survey
- Appendix B – ASD-W Report Card Results
- Appendix C – Resiliency Data from the NB Student Wellness Survey

***I report compliance with ASD-W-ER 2.3 Healthy Living***

*David McTimoney*