



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 20, 2025

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.

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Report Supported By: Jon Hoyt-Hallett, Director of Curriculum and Instruction
Susan Young, Director of Data and Improvement
Ross Campbell, Subject Coordinator for Physical Education and Personal Wellness K-12 (and Healthy Learners in Schools)

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 proper nutrition they need to help support effective learning 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) NB Curriculum Framework (see Appendices, a) for physical education, 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 and activities. 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 confidence, competence, and capabilities that transfers skills to other environments. 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. (See Appendices, b)
- “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 and physical 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 2024-2025 school year, all schools in grades K-8 have implemented the Holistic Curriculum created by the Department of Education and Early Childhood. All high school curriculum will be available on a digital platform by 2027. (See Appendices, c)
- The new curriculum has well-being as one of the foundational tenets to how and why we teach. (See Appendices, d)
- All schools adhere to the delivery of provincial curriculum for *Explore Your World*, including Personal Wellness (1-2), Personal Wellness (3-5), Physical Education (K-5), Personal Wellness (6-8), Physical Education (6-8), Personal Wellness (9-10), Physical Education (9-10). (Appendix B). There are an additional nine optional physical education-based courses at the high school level.
- ASD-W has an active physical education equipment resource library where equipment is used at schools throughout the year.
- All service providers within ASD-W will adhere to the expectations within EECD Provincial Policy 711 – Healthier School Food Environment. (See Appendices)
- Many breakfast, break, and lunch programs are in place in ASD-W schools, supported considerably by our Community Schools staff. There are new investments being made both federally and provincially to school breakfast programs and we will see continue improvements across our district in this area.

- Pro-actively addressing vaping/tobacco usage in schools, ASD-W has embarked on 2 national pilot programs that will eventually be offered to all High/Middle schools:
 - STOMP - (Students Together Moving to Prevent Tobacco Use) A student lead education and awareness program with 2 schools (Oromocto High and Nackawic High).
 - STOMP Provincial - A student lead education and awareness program with 4 schools (Cambridge Narrows, McAdam High, Southern Victoria High, and Leo Hayes High).
 - QUASH - A smoking/vaping cessation program with 4 schools (Minto High, Leo Hayes High, Harvey High and Nackawic High).
- 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 \(nbed.ca\)](#)
- Schools will foster practices to support healthy school environments that enhance resiliency and personal growth. (Appendix A)
- 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 investment in Behaviour Intervention Mentors and School Counselors and School Social Workers.
- 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, PBIS (Positive Behavior Intervention and supports), and Health Promoting Schools Project.
- Anglophone West School District in partnership with EECD Centres of Excellence for Health and Parks New Brunswick area engaged in a 10-day activity challenge called Wildlife\Take Me Outside to Learn. This is an outdoor experiential learning career focused event for students K-12. Currently we have 53 schools registered. This translates to 75 classrooms and 2900 students. We hope to have all ASD-W schools registered by the event deadline.

- ASD-W collaborates with EECD on Long-Term Recommendation 3.1: Encouraging Movement by;
 - Increased Physical Education to a minimum of 30 minutes daily (90% of elementary schools in ASD-W have increased their Physical Education minutes this year.)
 - Increased Outdoor Learning opportunities for students. (3 ASD-W elementary schools are piloting Outdoor Learning Projects in conjunction with EECD. Forest Hill, Florenceville Elementary, and McAdam Elementary)

Appendices:

- NB Curriculum Framework landing page for learning areas (where one can view the physical education curriculum for K-2, 3-5, 6-8, and 9-12 grade levels)
 - (a) [Learning Areas – NB Curriculum Framework](#)
 - (b) [Personal Wellness - NB Curriculum Framework \(nbed.ca\)](#)
 - (c) [Home - NB Curriculum Framework \(nbed.ca\)](#).
 - (d) [Well-Being - NB Curriculum Framework \(nbed.ca\)](#)
- Provincial Policy 711 – Healthy School Food Environment ([PURPOSE \(gnb.ca\)](#))
- Appendix A – Resiliency Data from the CARR Student Survey
- Appendix B – ASD-W Report Card Results

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

David McTimoney