



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: March 19, 2026

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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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, part 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 transfer 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 learning about oneself and others with regards to general wellness, overall health, and emotions. (See Appendices, part 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 2024-2025 and now into the 2025-26 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, part c)
- The new curriculum includes well-being as one of the foundational tenets to how and why we teach. (See Appendices, part 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)
- Breakfast programs are in place in all ASD-W schools, with this being the first year of the provincially funded school breakfast program. Food is delivered to schools so that all students may access breakfast food every day.
- A provincial lunch program will begin in 2026-27, with significant funding to ensure that all students have access to a healthy lunch. Food services providers have been (or will be) secured for all schools and there is a subsidy initiative that will be in place to partially or fully cover the cost for a student lunch.
- With these two provincial programs in place and on the horizon, the province has provided funding for two district staff to help oversee the programs.
- Pro-actively addressing vaping/tobacco/cannabis usage in schools, Student Wellness through Comprehensive School Health and Protective factors Education ASD-W has taken the lead with a provincial program in many schools:

- STOMP - (Students Together Moving to Prevent Tobacco Use) Student Wellness Teams: A student lead education and awareness program with 14 schools (Oromocto High School, Nackawic High School, Cambridge Narrows Community School, McAdam High School, Southern Victoria High School, Leo Hayes High School, Minto Memorial High School, Perth-Andover Middle School, Ridgeview Middle School, Sunbury West School, Nackawic Middle School, Nashwaaksis Middle School, Harvey High School, and Harold Peterson Middle School).
- QUASH - A smoking/vaping cessation program is in 4 schools (Minto Memorial High School, Leo Hayes High School, Harvey High School, and Nackawic High School).
- At My Best - (K-5) Preparing for protective factors education around vaping, tobacco, and cannabis in 10 schools (TBA).
- Health Promoting Schools in partnership with the Resiliency Foundation. 20 ASD-W Schools are involved: (Sunset Acres Elementary School, Geary Elementary Community School, Sunbury West School, Summerhill Street Elementary School, Florenceville Elementary School, Donald Fraser Memorial School, Tobique Valley High School, McAdam Elementary School, Hubbard Elementary School, Lincoln Elementary Community School, Harold Peterson Middle School, Nackawic Elementary School, Nackawic Middle School, Cambridge-Narrows Community School, Harvey Elementary School, Leo Hayes High School, Garden Creek Elementary School, Saint Mary's Academy, Nackawic High School, Townsview School). Staff from these schools have received training and are creating adult and student teams.
- Information is available for 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)
- Schools 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 Education Support Services Guidance Teacher on staff or, for the smaller schools, access to a School Counselor when required. There has been considerable investments in Behaviour Intervention Mentors and School Counselors and School Social Workers.
- School staff are trained on ASSIST (suicide response) and VTRA/ARTO (violent threat risk assessment, assessment of risk to others) to help in emergency response that is often related to mental health.
- There is a formal referral process to gain further assistance to support students 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 New Brunswick Teachers' Association 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 the Health Promoting Schools Project.

- Anglophone West School District, in partnership with Scouts Canada and other provincial partners, has created the ASD-W Outdoor Learning Center at Yoho Lake. As of March 19th, there have been participants that amount to:
 - 177 teachers
 - 1472 students
 - 70 schools have had representatives either visit the center with students or for one of the 7 Professional Learning sessions.
- 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 (7 ASD-W schools are piloting Outdoor Learning Projects in conjunction with EECD; Forest Hill Elementary School, Florenceville Elementary School, McAdam Elementary School, Stanley Consolidated School, Keswick Ridge School, Harold Peterson Middle School, Perth Andover Middle School)

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](#))
- 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