

HEALTH AND WELLNESS

The Board believes in the importance of creating a positive and supportive Division culture of wellness in both its learning and working environments. A health and wellness policy aligns with the Board's responsibility under the School Act, its Regulations and Ministerial Order 001/2013 on Student Learning.

Specifically

1. The Board believes that all children and adults need access to comprehensive health opportunities to be healthy and well in order to grow, learn and thrive in their learning and working environments.
 - 1.1 A healthy school community is one that supports the wellness of all children and adults in the entire school community by promoting wellness through the implementation of a comprehensive school health framework. It is a school community that constantly strengthens its capacity as a healthy setting for living, learning and working. Wellness is defined as a balanced state of physical, emotional, social, intellectual and spiritual well-being that enables individuals to reach their full potential by committing to lifestyle choices based on healthy attitudes and actions.
 - 1.2 A healthy school community:
 - 1.2.1 Promotes the health and well-being of all children;
 - 1.2.2 Upholds social justice and equity concepts;
 - 1.2.3 Involves student activity and empowerment;
 - 1.2.4 Links health and education issues and systems;
 - 1.2.5 Addresses the health and well-being issues of staff;
 - 1.2.6 Collaborates with the local community;
 - 1.2.7 Integrates into the school community's ongoing activities;
 - 1.2.8 Sets realistic goals;
 - 1.2.9 Engages all adults in health education.
2. The Board supports the four pillars of Comprehensive School Health which embody:
 - 2.1 Healthy school policies;
 - 2.2 Community partnerships and services;
 - 2.3 Strategic teaching and learning;
 - 2.4 Positive social and physical environments.
3. Through the lens of a comprehensive school health approach that aligns with the foundational principles under the provincial document *Inspiring Education: A Dialogue with Albertans*, the Division is committed to providing school and work environments that

promote and protect all children and adults' health, well-being and ability to learn by supporting comprehensive school health as defined by the *Framework for Kindergarten to Grade 12 Wellness Education*. These include:

- 3.1 Physical wellness - the ability, motivation, and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body;
 - 3.2 Emotional wellness – the acknowledgement, understanding, and managing thoughts and feelings in a constructive manner;
 - 3.3 Social wellness – relating positively to others and influenced by many factors including how individuals communicate, establish, and maintain relationships, treated by others and interpret that treatment;
 - 3.4 Intellectual wellness – the development and the critical and creative use of the mind to its fullest potential; and
 - 3.5 Spiritual wellness – an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.
4. These principles and the four pillars of comprehensive school health foster children and adult engagement and learning about making positive and healthy choices that assist in addressing some of the complex and costly health issues facing society. The Board also recognizes the valuable contribution and importance of community participation towards the development and implementation of successful school wellness policies to promote and foster lifelong habits that support wellness.
 5. The Board recognizes that wellness is both an individual and collective responsibility and is committed to ensuring that children and adults are provided with the supports they require to learn about, create and maintain a Division culture of wellness. The Board is also committed to providing each child and adult with a welcoming, caring, respectful and safe learning and working environment. The Division will create a culture of wellness in a planned, integrated and holistic manner that addresses and respects the diversity within our Division.
 6. The following criteria shall be utilized in consideration of all comprehensive health initiatives for the Division:
 - 6.1 The Division will provide opportunities to engage children, adults, parents and guardians, staff, health professionals and other interested community members in developing, implementing, monitoring and reviewing Division-wide comprehensive school health strategies.
 - 6.2 All children in grades K-12 and adults shall work together to support and understand comprehensive health towards committing to lifestyle choices based on healthy attitudes and actions.
 - 6.3 Qualified comprehensive health professionals and advocates will provide children and adults with access to a variety of strategies and opportunities to engage in comprehensive health.
 - 6.4 All schools in our Division will be supported to participate in comprehensive school health programs and activities that are based on research, informed best practices and a balanced approach to delivery.
 - 6.5 The development, implementation and monitoring of comprehensive health strategies to create and maintain a culture of wellness for children and adults shall

be guided by the School Act, its Regulations, the Guide to Education and the Framework for Kindergarten to Grade 12 Wellness Education.

- 6.6 Assessment tools shall be identified to measure and monitor the effectiveness of the comprehensive school health initiatives implemented by schools and Division departments for the purpose of local and Division-wide planning and delivery of supports.

Legal Reference: Section 18, 20, 22, 45, 45.1, 60, 61, 113 School Act
Public Health Act
Food Handling Regulations, 2006
Ministerial Order 011/2013 – Student Learning
Alberta Health and Wellness Food Retail and Food Services Code
Alberta Nutrition Guideline for Children and Youth, 2012
Framework for Kindergarten to Grade 12 Wellness Education

Approved: February 18, 2015
Amended: March 21, 2018