



**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 24, 2022		
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 provide 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>			

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<p>2. Physical Education provides opportunities for all students to become physically educated 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)</p> <p>3. The Canadian Medical Association report healthy eating and physical activity to be two of the most important behaviours to create or maintain optimum physical health. https://www.cma.ca/sites/default/files/2018-11/PD15-12.pdf</p> <p>4. The Pan-Canadian Joint Consortium for School Health (JCSH) defines mental health as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community. http://www.jcsh-cces.ca/images/PMH TK One-Pager 2017.pdf</p> <p>5. 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/)</p> <p>6. “The relationship between wellness and education is a mutually supportive one. Wellness is more than the absence of illness and refers to a healthy physical and emotional state, especially as an actively pursued goal. (NB Student Wellness Survey 2018-19, Grades 6-12)</p> <p>7. “Fostering Positive Mental Health is about adapting practices that contribute to well-being, engagement and performance.” http://www.jcsh-cces.ca/</p>	
<p><u>Compliance with this policy will be achieved when:</u></p>	
<p>1. All schools will adhere to the delivery of provincial curriculum for <i>Exploratory Block</i> including <i>Personnel Wellness (K-2)</i>, <i>Cross-Curricular Learning Block</i> including <i>Personal Wellness (3-5)</i>, <i>Physical Education (K-5)</i>, <i>Personal Wellness (6-8)</i>, <i>Personal Development and Career Planning (6-8)</i>, <i>Personal Development and Career Planning (9-10)</i>, <i>Physical Education (6-8)</i>, <i>Health and Physical Education (9-10)</i>.</p> <p>NOTE: For the 2021-2022 school year, schools and teachers have continued to follow the provincial prioritized curriculum.</p> <p>At 6-8 the Personal Wellness curriculum combines important learnings in Health and Personal Development and Career Planning.</p> <p>2. All service providers within ASD-W will adhere to the expectations within Policy 711.</p>	

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<p data-bbox="272 205 1485 273">3. Information will be provided to parents and the community on living a healthy lifestyle via the ASD-W Website.</p> <p data-bbox="272 340 1485 407">4. Schools will foster practices to support healthy school environments that enhance resiliency and personal growth. (Appendix A)</p> <p data-bbox="272 474 1299 499">5. All schools support the concussion protocol released in 2019/2020.</p> <p data-bbox="272 567 1485 634">6. All schools provide opportunities like intramurals and extra curriculars for students to engage in healthy lifestyle choices.</p> <p data-bbox="272 701 1485 957">7. Provincial EFAP (Employee Family Assistance Provider) offers staff attendance support and provides timely service. (Appendix C). All ASD-W schools designate a Wellness rep 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, Positive Behavior Intervention and Supports (PBIS) and Health Promoting Schools.</p>	

Policy Name

Healthy Living

Evidence:

- **Appendix A: CARR Student Survey Results - Grades 6-12**
- **Appendix B: School Report Card Results**
- **Appendix C: EFAP Newsletter**
- **Appendix D: NB Student Wellness Survey**

Compliance: I report compliance with this policy.

Superintendent's Signature: _____

DEC Chair Signature: _____

Date: _____

CARR (Competence, Autonomy, Relatedness, Relevance) Student Survey added Resilience and Self-Regulation for Grades 6-12

Grade 6-12	2019-2020		2020-2021	
	Anglophone West School District (Approx. 9700)	All Anglophone Districts (Approx. 29000)	Anglophone West School District (Approx. 8600)	All Anglophone Districts (Approx. 28000)
Resilience - (A little/Somewhat/A lot)	Somewhat/A lot		Somewhat/A lot	
I am able to solve problems without harming myself or others (for example by using drugs and / or being violent).	81.1%	82.1%	81.8%	81.5%
I know where to go in my community to get help.	74.2%	74.4%	72.2%	71.5%
Getting an education is important to me.	90.1%	90.8%	89.6%	89.1%
I try to finish what I start.	91.1%	91.7%	90.4%	90.1%
I have people I look up to.	85.3%	85.8%	82.8%	82.8%
My parent(s) / caregiver(s) know a lot about me.	85.8%	86.3%	83.2%	82.8%
My family stands by me during difficult times.	85.8%	87.0%	85.1%	84.8%
My friends stand by me during difficult times.	87.2%	87.4%	85.9%	85.6%
I am treated fairly in my community.	87.3%	87.5%	86.8%	86.5%
I enjoy my cultural and family traditions.	89.4%	89.6%	90.3%	89.6%
Resilience - Disagree/Neither Agree nor Disagree/Agree	Agree	Agree	Agree	Agree
31. When a strategy is not helping me achieve a goal, I try a different one.	N/A	N/A	57.9%	57.8%
32. My knowledge of others' cultures helps me interact with those from other cultures.	N/A	N/A	56.8%	56.6%
N/A – Questions were added 2020-2021				

ASD-W Report Card Results

STUDENTS MEETING OR EXCELLING EXPECTATIONS

Grades K-8 Report Card Data

% (3,3+,4,4+)

Anglophone West School District	June 2017	June 2018	June 2019	June 2020*	June 2021
K-2 You and Your World	98%	98%	98%	98%	N/A
K-5 Phys Ed	96%	96%	96%	97%	N/A
3-5 Personal Wellness	97%	97%	97%	98%	N/A
6-8 Health/Personal Wellness	97%	97%	98%	98%	98%
6-8 Phys Ed	94%	93%	94%	95%	95%
6-8 Pers. Dev. & Career Planning	93%	96%	95%	97%	N/A

* Covid Year - Represents Achievement until March 13, 2020

N/A – You and Your World, Phys Ed, Personal Wellness in 2020-2021 were included in Exploratory blocks at K-2 & Cross-curricular blocks at 6-8. Personal Development and Career Planning combined with Health/Personal Wellness at 6-8.

* Covid Year - Represents Achievement until March 13, 2020

Excellent (4, 4+) Student learning and work show strong and/or exceptional achievement

Meeting (3, 3+) Student learning and work shows appropriate and/or proficient achievement

Grades 9-12 F1 Report Card Data

%60>

Anglophone West School District	June 2017	June 2018	June 2019	January 2020*	June 2021
9-10 Health & Phys Ed (45h)	99%	98%	97%	96%	93%
9-10 Health & Phys Ed (90h)	97%	97%	97%	96%	97%
9-10 Pers. Dev. & Career Planning	91%	94%	96%	95%	96%

* Covid Year – Represents F1 Marks for Semester 1 only

FW: September 2021 Life Lines



Purinton, Rosanne (ASD-W)
To

This message was sent with High importance.



September 2021 Life Lines

Surviving Another September

Homewood Health™ EFAP is pleased to release the Life Lines article for September 2021, "Surviving Another September".

This article is intended to support your wellness programming by providing employees and their family members with useful information and tips. Suggested distribution mechanisms include posting it on your intranet site, printing hard copies to be placed in high traffic areas such as staff lounges and lunchrooms, making it available in Human Resources and occupational health centres, mass email distribution, or including within your company communications.

Understanding the need for varied communication formats, Homewood Health is now pleased to provide article summaries in both video and audio file formats. Each file is approximately two minutes in duration and reviews key reading points in a clear and concise manner.

NB Student Wellness Survey

The NB Wellness Survey follows a 3-year cycle. 2018-2019 was the *Grade 6-12 NB Student Wellness Survey*. 2019-2020 was the *NB Student Wellness Elementary Survey*. There was no survey in 2020-2021.

NB	District scolaire francophone nord-est	District scolaire francophone nord-ouest	District scolaire francophone sud	Anglophone East School District	Anglophone North School District	Anglophone South School District	Anglophone West School District						
								Indigenous	Anglophone	Francophone	Immigrant	Male	Female

Resilience (% high & moderate) Youth (6 to 12)

2012-2013	67	73	78	74	64	64	65	65	57	63	72	66	62	69
2015-2016	73	75	79	80	72	68	72	70	62	71	78	73	71	76
2018-2019	71	73	78	75	69	66	70	70	64	69	75	73	69	73
	-2	-2	-1	-5	-3	-2	-2	0	2	-2	-3	0	-2	-3