

Administrative Procedure 164 – Wellness

Background

Wellness is a balanced state of active living, healthy eating, and social/emotional well-being. Health and quality learning/teaching are interdependent. Educational research supports this connection and acknowledges the Division's role in creating and supporting healthy school communities as foundations for optimal learning. The Division is committed to a comprehensive school health approach that fosters lifelong wellness practices.

Procedures

1. The Comprehensive School Health approach in the Division focuses on three (3) priority areas: active living, healthy eating, and positive social/emotional environments, and acknowledges the interconnectedness between the three.
 - 1.1. Active Living

Students and staff who are physically active are more likely to live fulfilling lives. This includes increased focus and engagement, academic and work success, and social inclusion. Incorporation of activity into daily routine and an active living lifestyle supports optimal physical, cognitive and social growth and development that helps maintain a healthy, active lifestyle and reduces the risk of chronic disease.
 - 1.2. Healthy Eating

Nutrition plays a significant role in an individual's growth, development of disease resistance, and physical and mental health. Individuals who make wise and healthy food choices based on Canada's Food Guide to Healthy Eating support optimal physical, cognitive and social growth and development while reducing their risk of obesity and chronic disease.
 - 1.3. Social/Emotional Well-being

Individuals who have a strong sense of self and belonging and who feel safe and cared for at school are more likely to achieve greater success, have successful and rewarding relationships and exhibit positive social/emotional behaviours.
2. Principals will identify a Wellness Influencer to assist the school administration team in facilitating student and staff access to resources to enable everyone to:
 - 2.1. Participate in active living opportunities both within and outside of school,
 - 2.2. Make healthy nutritional choices, and
 - 2.3. Promote positive social/emotional wellbeing.
3. Employees will act from the understanding that staff advocacy and role modelling influence wellness and learning.

4. Active Living

Individuals have the knowledge, skills, attitudes and opportunities to live an active lifestyle.

Principals, in conjunction with their staff, will:

- 4.1. Provide quality daily physical activity (grades 1 to 9) and encourage students to engage in physical activity inside and outside of regular curriculum to support their development as healthy, active learners;
- 4.2. Provide for opportunities to meet the outcomes of the Physical Education Program of Studies; or meet the minimum time allocations for quality physical education;
- 4.3. Use Physical Education expertise of the staff and others in providing/enhancing programming for students.

5. Healthy Eating

Individuals have the knowledge, skills, attitudes and opportunities to develop lifelong healthy eating practices.

- 5.1. The primary reference for the provision, promotion, sale and distribution of food in schools shall be the [Alberta Nutrition Guidelines for Children and Youth](#) from which principals, in conjunction with their staffs, shall provide foods from the “Choose Most Often” and “Choose Sometimes” categories, and limit foods from the “Choose Least Often” category.
- 5.2. This Administrative Procedure does not impact lunches and/or snacks that students or staff members are bringing from home.
- 5.3. Principals are encouraged to ensure that strategies are in place to foster the knowledge, skills and attitudes that promote healthy eating for everyone. In fulfilling this expectation, principals, in conjunction with their staffs, shall:
 - 5.3.1. Promote nutrition education and create an environment of positive food and beverage messages;
 - 5.3.2. Establish strong connections between nutrition education and foods available at the school;
 - 5.3.3. Schedule nutrition break(s) that provides time for eating and recreation; and
 - 5.3.4. Be encouraged to limit the use of choose least often foods as a reward.
- 5.4. All school communities will examine their nutrition practices and provide opportunities, support and encouragement for staff and students to consume healthy foods/beverages. In fulfilling this expectation, principals, in conjunction with their staffs, shall:
 - 5.4.1. Explore healthy fundraising options based upon foods from the “Choose Most Often” category and limit foods from the “Choose Least Often” category;
 - 5.4.2. Create an environment where healthy foods/beverages are available, affordable and promoted as the best choice;
 - 5.4.3. Review options with food suppliers to maximize the nutritional value of the items;
 - 5.4.4. Limit the number of items from the “Choose Least Often” category offered during special days;
 - 5.4.5. Be encouraged to model healthy nutritional practices.

- 5.5. Principals are encouraged to create their own health and wellness team that includes students, staff, and parents, in collaboration with other health-related professionals.
6. Social/Emotional Well-being
 - 6.1. Every Principal, in conjunction with staff, will actively develop the relationship between student/staff- sense of connectedness and their social/emotional well-being by:
 - 6.1.1. Supporting and embedding education programs to support emotional well-being.
 - 6.1.2. Creating learning environments where emotional well-being is role modelled and developed in students.
 - 6.1.3. Accessing the resources and links with community agencies, partners and support networks to help students/staff develop the skills to be aware of and monitor their emotional well-being.
 - 6.1.4. Provide education about reducing the stigma associated with mental health.
 - 6.2. Every Principal, in conjunction with staff, will consider staff wellness when developing school procedures. In fulfilling this expectation, principals, in conjunction with their staffs, shall:
 - 6.2.1. Work together to limit all non-emergency work related phone calls, text messages and emails among staff members after 6 pm.
 - 6.2.2. Provide expectations to parents and guardians about expectations around staff members responding to communications after 6 pm.
 - 6.2.3. Limiting communication after 6 pm is about honouring the personal time of parents, families, students and staff. Our hope is that everyone in our Clearview school communities enjoys a healthy work/life balance which involves evenings spent with family and friends, time participating in volunteer efforts and other activities you value, and looking after your health.
 - 6.2.4. Create cultural norms that focus on staff wellness. These may include: providing regular opportunities at meetings for staff wellness activities and conversations, and relationship norms which may include putting ourselves in the shoes of others, relationships matter at every level, and taking care of one another.

Reference: Section 11, 33, 52, 53, 55, 196, 197, 222, 225 Education Act
Public Health Act Food Handling Regulations, 2006
Alberta Health and Wellness Food Retail and Food Services Code
Alberta Nutrition Guideline for Children and Youth, 2008

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