

HEALTHY SCHOOL COMMUNITIES AND WORKPLACES

The Board recognizes that these four key priority areas are best supported through the pillars of Comprehensive School Health, as follows:

1. Healthy School Policies
2. Community Partnerships and Services
3. Strategic Teaching and Learning
4. Positive Social and Physical Environments.

Employees will act from the understanding that staff advocacy and role modeling influence the acceptance and effectiveness of Comprehensive School Health.

Schools will:

1. Identify a Wellness Champion to serve as a primary contact for all Division wellness initiatives.
2. Support and embed programs to support all four key priorities.
3. Create learning environments where wellness is modeled and developed in students and staff.

Active Living Environment

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

Schools will:

1. Provide opportunities for daily physical activity (grades 1-9).
2. Encourage students and staff to engage in physical activity inside and outside of regular curriculum and the instructional day.
3. Use Physical Education expertise of the staff and others in providing / enhancing programming for students.

Healthy Eating Environment

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

Schools will:

1. Use *The Alberta Nutrition Guidelines for Children and Youth* (September, 2012) as the primary reference for the provision, promotion, sale and distribution of food in schools. When the school is providing nutrition, the selections shall most often be from the “Choose Most Often” and “Choose Sometimes” categories, and limit foods from the “Choose Least Often” category.
2. Ensure that strategies are in place to foster the knowledge, skills and attitudes that promote healthy eating for everyone by:
 - a. promoting nutrition education and creating an environment of positive food and

- b. beverage messages;
 - b. establishing strong connections between nutrition education and foods available at the school;
 - c. scheduling nutrition break(s) that provides time for eating and recreation; and
 - d. discouraging the use of food as a reward.
3. Provide opportunities, support and encouragement for staff and students to consume healthy foods/beverages by:
- a. exploring healthy fundraising options based upon foods from the “Choose Most Often” category and limit foods from the “Choose Least Often” category;
 - b. creating an environment where healthy foods / beverages are available, affordable and promoted as the best choice, and;
 - c. reviewing options with food suppliers to maximize the nutritional value of the items.

Mental and Emotional Stability Environment

The acknowledgement, understanding, and managing of thoughts and feelings in a constructive manner.

Schools will:

1. Provide comprehensive strategies to support students and staff.
2. Access the resources and links with community agencies, partners and support networks to help students and staff develop the skills to be aware of and monitor their emotional well-being.
3. Access integrated, multidisciplinary social/emotional supports that may include partnerships with communities and other agencies.
4. Provide education on reducing the stigma surrounding mental health.

Positive Social Environments

Students who have a strong sense of self and belonging and who feel safe and cared for at school are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social / emotional behaviours.

Schools will:

1. Provide structured, preventative activities to help students become more aware of how to prevent victimization.
2. Provide support structures to encourage positive relationships between students and staff.
3. Recognize and honor the cultural, historical, religious, and linguistic backgrounds of our students.
4. Cooperate with neighboring educational authorities for students who transition between authorities.

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References:
Education Act, Board Policy 22