

Administrative Procedure 312

Health and Wellness

Aspen View Public Schools believes that the vision of wellness education is for students to be educated, informed and contributing members of society and to develop the knowledge, skills and attitudes needed to be well.

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables students to reach their full potential in the school community. Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions.

We recognize and describe the following five domains of wellness:

1. Emotional wellness is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.
2. Intellectual wellness is the development and the critical use of the mind to its fullest potential.
3. Physical wellness is the ability, motivation and confidence to move effectively and efficiently in a variety of situations; it is the promotion of health growth.
4. Social wellness is relating positively to others; it is influenced by many factors, including how individuals communicate, establish and maintain relationships, are treated by others and interpret treatment.
5. Spiritual wellness is an understanding of one's own and others' values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

Guidelines

1. **Aspen View School Division will strive to have appropriate support for coordination, implementation and assessment of a system-wide comprehensive school health plan.** Each school, in consultation with its stakeholders, shall work toward the development of a comprehensive school health plan, including delivery of/and/or support of:
 - i) Wellness related courses from other areas that provide students and staff to gain in depth, knowledge and apply their skills in specific wellness related topic areas. For example, Career and Technology Studies courses and Arts Education courses.
 - ii) Division endorsed programs to promote wellness (for example: *Alberta Health Services and Comprehensive School Health Program, Ever Active Schools, Safe and Caring Schools, Physical Education and Recreation.*)
2. Recognizing the importance of students' emotional, social, intellectual and physical wellness to their success in school. This includes establishing environments that support active living and healthy eating. We also acknowledge that active living, healthy eating and emotional well-being play significant roles in students' overall health.
3. Implementing the ***Alberta Educations' Daily Physical Activity Initiative*** which proposes that schools:

- Meet the minimum time allocations for quality physical education.
 - Demonstrate the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity encourage lifelong fitness.
 - Encourage students to engage in physical activity inside and outside of regular curriculum (*For example community events, clubs, special events, teens, in from the roles, etc.*) to support their development as healthy, active learners.
4. Fostering knowledge, skills and attitudes that promote healthy eating:
- Promote nutrition education and create an environment of positive food messages
 - Establish a strong connection between nutrition education and foods available at the school.
 - Examine the schools' nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods.
 - Create an environment where healthy foods are available, affordable and promoted as the best choice.
 - Review options with food suppliers to maximize the nutritional value of the items.
 - Choose healthy fundraising options.
 - Model healthy nutritional practices.
5. Providing a primary reference for the provision, promotion, sale and distribution of food in schools; these should align with the Alberta nutrition guidelines for children and youth from which schools should include foods from the *choose most often* and the *choose sometimes* categories, and limit those from the *choose least often* category in accordance with the **Canada Food Guide**.
6. Actively developing the relationship between the students' sense of connectedness and their emotional well-being.
- Support and embed character education programs to support emotional well-being.
 - Create learning environments where emotional well-being is role modeled and developed in students.
 - Access the resources and links with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being.