



**DISTRICT EDUCATION COUNCIL  
Superintendent's Monitoring Report**

<b>Policy Name</b>	<b>Healthy Living</b>		
<b>Policy Number</b>	<b>ASD-W-ER 2.3</b>	<b>Number of Reports per year</b>	<b>1</b>
<b>Policy</b>	<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>		
<b>Date of Report</b>	<b>February 18, 2021</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>N/A</b>		
<b>Report Filed by:</b>	<b>David McTimoney, Superintendent</b>		
<b>Report Supported by:</b>	<p><b>Dianne Kay, Director of Curriculum and Instruction Susan Young, Supervisor of Data and Accountability Ross Campbell, Subject Coordinator for Health and Physical Education</b></p>		
<b><u>Interpretation:</u></b>			
<p><b>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.</b></p>			
<b><u>Justification:</u></b>			
<p><b>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)</b></p>			

**Policy Name****Healthy Living**

**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)**

**The Canadian Medical Association reports healthy eating and physical activity to be two of the most important behaviors to create or maintain optimum physical health. <https://www.cma.ca/sites/default/files/2018-11/PD15-12.pdf>**

**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](http://www.jcsh-cces.ca/images/PMH_TK_One-Pager_2017.pdf)**

**Motives or participation in physical activity, stem from students' enjoyment, fitness/health, competence/challenge (to improve at an activity, to meet a challenge, or to acquire new skills), social affiliation, and appearance as noted by The Monitoring Activities of Teenagers to Comprehend their Habits (MATCH) study 2018, (<https://sirc.ca/blog/match-spotlight-on-a-canadian-study-on-sport-participation>)**

**The fostering of a classroom environment that support resilience is increasingly considered as important to child and youth development as academic achievement. (NB Student Wellness Survey 2015-2016)**

**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/> )**

**“The relationship between wellness and education is a two-way mutually supportive one. Research has observed a negative correlation between risky health behaviors and health status and education (academic achievement and performance)” Suhrcke & Pas Nieves, 2011 as cited in the NB Student Wellness Survey 2015-16)**

**The fulfillment of mental health needs (competence, relatedness and autonomy) has been connected to positive outcomes such as enhanced academic self-esteem, increased academic performance and decreased likelihood of dropping out of school. (NB Student Wellness Survey 2015-16)**

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**Compliance with this policy will be achieved when:**

**All schools will adhere to the guidelines for instructional minutes for *You and Your World* (K-2), Personnel Wellness (3-5), Health Education/Personal Wellness (6-8), Personal Development and Career Planning (6-8), Personal Development and Career Planning (9-10), Physical Education (K-5), Physical Education (6-8), Health and Physical Education (9-10). (Appendix A)**

**NOTE: Schools were shut down for part of the 2019-2020 school year because of the COVID-19 Pandemic. For the 2020-2021 school year, the Department of Education and Early Childhood Development (EECD) worked with teachers to prioritize curriculum. From Kindergarten to Grade 2, an exploratory time was introduced to include learning in science, social studies, art, music, personal wellness and physical education. At Grades 3-5, a cross-curricular block was introduced to provide time for prioritized learning in personal wellness, physical education, social studies, science, visual arts and music. At Grades 6-8, curriculum has been prioritized in all subjects. New is Personal Wellness that combines important learnings in Health and Personal Development and Career Planning.**

**All service providers within ASD-W will adhere to the expectations within Policy 711.**

**Information will be provided to parents and the community on living a healthy lifestyle via the ASD-W Website.**

**Schools foster healthy school environments that support resiliency and personal growth.**

**All schools support the 2019/2020 concussion protocol.**

**All schools provide opportunities such as intramurals and extra curriculars for students to engage in healthy lifestyle choices.**

**Provincial EFAP (Employee Family Assistance Provider) offers attendance support and provides timely service. All ASD-W schools designate a Wellness Representative 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, PBIS (Positive Behavior Intervention and supports) and Health Promoting Schools.**

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**Evidence:**

**School report card data monitored to review the level of academic achievement with: *You and Your World (K-2), Personal Wellness (3-5), Health Education /Personal Wellness (6-8), Personal Development and Career Planning (6-10), Physical Education (K-8), Health and Physical Education (9-10).* (Appendix B)**

***Students will maintain at the meeting or excelling expectation levels in K-5 and achieve 1% above previous year end performance in 6-8, as noted on the K-8 Report cards and/or see a 1% increase in final grades at 9-12 for Health and Physical Education (9-10).***

**Results for K-8 2019-2020 represent achievement until March 31<sup>st</sup>.  
*Results indicate a minimum of 1% growth or sustaining.***

**Results for 9-12 2019-2020 represent First Semester results, only.  
*Results indicate a drop of 1%.***

**ASD-W website – Parent information section provides information on healthy living for parents and school communities  
<http://web1.nbed.nb.ca/sites/ASD-W/HealthyLearners/Pages/default.aspx>**

- EFAP regular communication to all staff. (Appendix C sample)**
- Teachers and schools will use tools, strategies and resources and engage in the professional development and networking, to build on the learning opportunities and programs that support students’ resiliency, and healthy living (this includes but is not limited to mental health, nutrition, and physical activities in all facets of school.)**

***The 2015-2016 Wellness data survey results will be compared to the 2018-2019 and future years results. (Appendix D)***  
***NOTE: For 2019-2020 , due to school closures in March – no provincial or district results are available.***

**Compliance: I report compliance with this policy.**

**Superintendent’s Signature:** \_\_\_\_\_

**DEC Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Compliance of Delivery of Courses

### HEALTH AND PHYSICAL EDUCATION COURSES SCHEDULED IN SCHOOLS

Physical Education K	✓
You and Your World K	✓
Physical Education 1	✓
FI Physical Education 1	✓
You and Your World 1	✓
FI You and Your World 1	✓
Physical Education 2	✓
You and Your World 2	✓
Personal Wellness 3	✓
FI Per Wellness 3	✓
Physical Education 3	✓
FI Physical Education 3	✓
Personal Wellness 4	✓
FI Per Wellness 4	✓
Physical Education 4	✓
FI Physical Education 4	✓
Personal Wellness 5	✓
FI Per Wellness 5	✓
Physical Education 5	✓
FI Physical Education 5	✓
Health Education 6	✓
FI Health Education 6	✓
Pers. Dev. & Career Plan. 6	✓
FI Pers. Dev. & Career Plan. 6	✓
Physical Education 6	✓
FI Physical Education 6	✓
Health Education 7	✓
FI Health Education 7	✓
Pers. Dev. & Career Plan. 7	✓
FI Pers. Dev. & Career Plan. 7	✓
Physical Education 7	✓
FI Physical Education 7	✓
Health Education 8	✓
FI Health Education 8	✓
Pers. Dev. & Career Plan. 8	✓
FI Pers. Dev. & Career Plan. 8	✓
Physical Education 8	✓
FI Physical Education 8	✓

<b>Scheduling Legend</b>
✓ Scheduled in all schools

*Note: Where staff are available, some schools are able to offer Phys Ed and PDCP in French*

Total # of Schools Offering These Courses							
	Eng	FI	Total	Eng	FI	Total	
K	44	-	44	6	29	13	29
1	44	22	44	7	29	14	29
2	44	-	44	8	29	14	29
3	43	21	43				
4	43	19	43				
5	43	19	43				

## 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*
K-2 You and Your World	98%	98%	98%	98%
K-5 Phys Ed	96%	96%	96%	97%
3-5 Personal Wellness	97%	97%	97%	98%
6-8 Health	97%	97%	98%	98%
6-8 Phys Ed	94%	93%	94%	95%
6-8 Pers. Dev. & Career Planning	93%	96%	95%	97%

\* 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*
9-10 Health & Phys Ed (45h)	99%	98%	97%	96%
9-10 Health & Phys Ed (90h)	97%	97%	97%	96%
9-10 Pers. Dev. & Career Planning	91%	94%	96%	95%

\* Covid Year – Represents F1 Marks for Semester 1 only

EFAP Newsletter September 2020 Life Lines



Purinton, Rosanne (ASD-W) <Rosanne.Purinton@nbed.nb.ca>  
To



To view this email as a web page, [click here.](#)



**September 2020 Life Lines**

**Surviving September**

Homewood Health™ EFAP is pleased to release the September 2020 edition of our Life Lines newsletter, "Surviving September".

*This newsletter is intended to support your wellness programming by providing*

## NB Student Wellness Survey

The NB Wellness Survey follows a 3-year cycle. 2019-2020 was the *NB Student Wellness Elementary Survey*.

NB	District francophone			Anglophone				Indigenous	Anglophone	Francophone	Immigrant	Male	Female	
	District francophone	District francophone	District francophone	Anglophone East School District	Anglophone North School District	Anglophone South School District	Anglophone West School District							
Elementary obesity (K to 5)														
2010-11	36.0	38	39	30	32	40	37	36		36.0	39.0		35.0	38
2013-14	36.0	35	37	29	34	42	37	38	45	37.0	32.0	36.5	37.0	34
2016-17	35.1	34	35	29	35	43	37	35	45	36.7	31.7	36.0	36.2	34
	-0.9	-1	-2	0	1	1	0	-3	0	-0.3	-0.3	-0.5	-0.8	0
2019-20	Note: The school closures of March 2020 impacted our school participation rate. No district or provincial values were published this year.													

Youth (6 to 12)														
2009-10	23							23					25	20
2012-13	28	28	28	25	26	34	27	29	37	28	27		32	23
2015-16	28	28	28	23	26	36	27	29	38	29	26		32	23
2018-19	28	29	29	25	26	33	26	28	33	27	27	23	30	24
	0	1	1	2	0	-3	-1	-1	-5	-2	1	0	-2	1

NB	District francophone			Anglophone				Indigenous	Anglophone	Francophone	Immigrant	Male	Female	
	District francophone	District francophone	District francophone	Anglophone East School District	Anglophone North School District	Anglophone South School District	Anglophone West School District							
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