

HEALTHY SCHOOL COMMUNITIES

Background

HPSD believes that the quality of student learning and the quality of student health are interdependent. Educational research supports this connection and acknowledges the school system's role in creating and supporting healthy school communities as foundations for optimal learning. HPSD values the benefits of healthy lifestyles and supports environments that promote healthy living choices.

HPSD believes a comprehensive approach to healthy school communities encompasses these four pillars: mental well-being, physical activity, healthy eating and partnership and services.

All High Prairie School Division schools will implement this Administrative Procedure in accordance with the following principles:

Procedures

1. Staff will:

- 1.1. ensure healthy learning environments for students and staff;
- 1.2. recognize the importance of students' emotional, social, intellectual and physical wellness to their success at school;
- 1.3. acknowledge that mental well-being, physical activity, and nutrition play significant roles in children's overall health;
- 1.4. acknowledge that students learn from role models at school, at home, and within the broader school community;
- 1.5. encourage students to think critically about the impact of their choices on their current and long-term health;
- 1.6. promote lifestyles that support healthy attitudes toward mental well-being, physical activity, and nutrition;
- 1.7. meet all provincial and curricular requirements with respect to daily physical activity (DPA), Physical Education, and Health\CALM 20;
- 1.8. partner with community organizations when possible to deliver and support programs and services that contribute to healthy school communities.

2. Mental Well-Being:

Definition

Creating and supporting positive social, emotional and moral development among students and the adult role models in their lives. Mentally well individuals are able to realize their abilities, can cope with the normal stresses of life, work productively, and contribute to their communities.

Rationale

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

- 2.1. Mentally well individuals have the knowledge, skills, attitudes and opportunities to:
 - 2.1.1. realize their abilities.
 - 2.1.2. cope with the normal stresses of life.
 - 2.1.3. learn and work productively.
 - 2.1.4. contribute to their communities.
- 2.2. The following are characteristics of mentally well individuals:
 - 2.2.1. Understand, manage and express thoughts and emotions in constructive ways;
 - 2.2.2. Feel connected, safe and valued;
 - 2.2.3. Establish positive relationships and support networks;
 - 2.2.4. Practice reflective thinking skills;
 - 2.2.5. Demonstrate resiliency and coping skills;
 - 2.2.6. Understand the benefits of mental well-being for individuals and for communities;

- 2.2.7. Make connections between their mental well-being, physical activity, healthy eating choices, and learning.
- 2.3. HPSD schools will:
 - 2.3.1. actively develop the relationship between students' sense of belonging and their mental well-being;
 - 2.3.2. embed character education through to support mental well-being;
 - 2.3.3. access resources, services and community agencies as needed (e.g., FCSS, RCMP, Alberta Health Services);
 - 2.3.4. include school-level procedures, which pertain to mental well-being, within the school's annual plan.

3. Physical Activity

Definition

Developing knowledge, skills and attitudes in a variety of physical activities and environments.

Rationale

*Students who are physically active are more likely to exhibit on-task behaviour, academic success, and social inclusion. Engagement in physical activities encourages students to make health-enhancing choices and reduces the risk of obesity. Physically active individuals have the **knowledge, skills, attitudes and opportunities** to lead active lifestyles.*

- 3.1. The following are characteristics of physically active individuals:
 - 3.1.1. Engage in physical movement and activity on a daily basis;
 - 3.1.2. Vary the intensities and purposes of physical activity (e.g., conditioning, strengthening, enjoyment, flexibility) in accordance with Alberta Physical Activity Guidelines;
 - 3.1.3. Make positive choices to support the growth, development and care of their bodies;
 - 3.1.4. Value and participate in lifelong physical activity;
 - 3.1.5. Understand the benefits of physical activity for individuals and for communities;
 - 3.1.6. Make connections between their physical activity, healthy eating choices, mental well-being, and learning.
- 3.2. HPSD schools will:
 - 3.2.1. implement Alberta Education's Daily Physical Activity (DPA) initiative Kindergarten – Grade 9, recognizing that DPA is most effectively implemented through the timetabling of daily Physical Education;
 - 3.2.2. meet the time allocations for quality Physical Education;
 - 3.2.3. encourage students to engage in physical activity inside and outside of regular curriculum (e.g., community events, clubs, special events, teams, intramurals) to support their development as healthy, active learners;
 - 3.2.4. recognize ways to encourage more physical activity on a daily basis.

4. Healthy Eating

Definition

Understanding and making nutritious food and beverage choices to sustain the body's physical, emotional and intellectual processes and development.

Rationale

Nutrition plays a significant role in student growth, development, disease resistance, and physical and mental health, which all contribute to optimal learning. Students who make healthy nutritional choices reduce the risk of obesity and health issues. A successful school-wide approach includes the entire school community and encourages students to establish healthy eating habits.

- 4.1. Individuals committed to healthy eating have the knowledge, skills, attitudes and opportunities to make appropriate food and beverage choices. These individuals possess the following characteristics:
 - 4.1.1. Support, through healthy food and beverage choices, the growth and development of their bodies and minds;

- 4.1.2. Think critically to discern the accuracy of messages about food and beverages;
- 4.1.3. Commit to healthy food and beverage choices in personal, school and community environments;
- 4.1.4. Make connections between their healthy eating choices, mental well-being, physical activity, and learning.
- 4.2. HPSD schools will:
 - 4.2.1. provide instruction to students on how to identify healthy foods and beverages;
 - 4.2.2. promote healthy food and beverage choices;
 - 4.2.3. provide healthy and affordable options when food and beverages are offered;
 - 4.2.4. meet the following provisions for all food and beverages distributed, provided by or sold at the school for any school-related purpose (reference, *Alberta Nutrition Guidelines for Children and Youth*):
 - 4.2.4.1. A minimum of 80% of the food and beverages available for regular consumption must be from the Choose Most Often Category.
 - 4.2.4.2. A maximum of 20% of the food and beverages available for regular consumption shall be from the Choose Sometimes Category.
 - 4.2.4.3. Individual portion sizes and the number of servings provided should be consistent with Canada's Food Guide.
- 4.3. Schools may choose up to four (4) **school-wide** events per year, where selection of food and beverages from the Choose Least Often Category is permitted. These dates shall be selected in advance and submitted to the Superintendent.
- 4.4. Schools that choose to operate a canteen, cafeteria or install vending machines will always offer food and beverages that are consistent with the Choose Most Often and Choose Sometimes allocation.
- 4.5. All fundraisers and activities affiliated with the school involving food and beverages must meet the characteristics of the Choose Most Often and Choose Sometimes categories.
 - 4.5.1. Up to two fundraisers in each school year may include food and beverages from the Choose Least Often category. These fundraisers shall be selected in advance and submitted to the Superintendent.
 - 4.5.2. A fundraiser undertaken by collective schools, or on behalf of collective schools within one community, that includes food and beverages from the Choose Least Often category, will be applied against each school's Choose Least Often option for the year.
- 4.6. Beverages consumed by students to quench thirst and provide adequate hydration during instructional time will be water.
- 4.7. Food items shall not be used as "rewards" for students.
- 4.8. Staff will assist students to develop strategies that promote nutritional, healthy choices for self and others.
- 4.9. Staff will respect the food and beverage choices students have in their individual lunches.
- 4.10. Staff should role model healthy food and beverage choices during instructional, extra-curricular, and co-curricular (e.g., field trip) time with students.

5. Partnerships and Services

Definitions

Partnerships are:

- *The connections between the school and families.*
- *Supportive working relationships with school (staff and students), among schools, and among schools and other community organizations.*
- *Health, education and other sectors working together to advance school health.*

Services are:

- *Community and school based services that support and promote student and staff health and well-being.*

Rationale

Developing supportive relationships between the school and partners enhances the school's ability to promote a healthy school community.

5.1. HPSD schools will:

5.1.1. Engage in developing supportive working relationships with community organizations and sectors to collectively advance school health and wellness for our students.

Forms

[241A – Healthy Eating](#)

References

Alberta Nutrition Guidelines for Children and Youth