

WELLNESS

Background

Wellness is a balanced state of active living, healthy eating, and positive mental health. Health and quality learning are interdependent. Educational research supports this connection and acknowledges the importance of creating and supporting healthy school communities as foundations for optimal learning. The Peace River School Division is committed to fostering lifelong wellness practices in school communities that will support the goals of the Education Plan.

The Peace River School Division will focus on three priority areas: active living, healthy eating, and positive mental health, while acknowledging the interconnectedness between the three.

Active Living

Physically active school communities are more likely to engage in positive behaviour, academic success, and social inclusion. Providing opportunities to incorporate physical activity into daily school routines supports and encourages a healthy lifestyle.

Healthy Eating

Nutrition plays a significant role in supporting optimal physical, intellectual and social health and well-being.

Positive Mental Health

School communities that promote and support a strong sense of belonging and connection, as well as positive relationships and resiliency skills, create opportunities for all individuals to achieve greater academic success, rewarding relationships and exhibit positive social/emotional behaviours.

Procedures

1. A division led Wellness Committee will be developed to support the ongoing health and wellness of the school communities.
2. Each school community, with the support of the Division Wellness Committee and school administration will support the facilitation and implementation of a School Health framework. Each school community are encouraged to support:
 - 2.1. Teaching and learning opportunities for staff and student continuous learning.
 - 2.2. Partnerships and services that encourage working together with community stakeholders to promote health and use of local resources.
 - 2.3. Active living, healthy eating, and positive mental health.
 - 2.4. Provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 2.5. Involve student leadership groups in health and wellness initiatives.

Adopted/Revised/Reviewed: JUN 2016/NOV 2019/SEP 2020/NOV 2024/MAR 2026

Reference: *Education Act* S. 33, 52, 53, 196, 197, 222
Occupational Health and Safety Act
Healthier Together Workplaces, Alberta Health Services
Alberta Nutrition Guideline for Children and Youth, 2008
Board Policy 11 – Board Delegation of Authority
Board Policy 12 – role of the Superintendent
Board Policy 19 – Welcoming, Caring, Respectful and Safe Learning Environment
Administrative Procedure 110 – School Councils
Administrative Procedure 160 – Health and Safety of Students and Staff
Administrative Procedure 175 – Inclusive Practices – Students and Staff
Administrative Procedure – Student Conduct
Administrative Procedure 352 – Student Harassment and Bullying