

PROMOTING STUDENT HEALTH

PREAMBLE

The Board acknowledges its responsibility to work with students, with the support of their families and the community, to encourage patterns of healthy behaviour that will promote life-

POLICY

THE BOARD SUPPORTS A SYSTEMATIC APPROACH TO STUDENT HEALTH, NUTRITION, AND PHYSICAL ACTIVITY THAT INCLUDES:

A. QUALITY PHYSICAL AND HEALTH EDUCATION PROGRAMS AND INSTRUCTIONAL PRACTICES THAT ARE SUPPORTED BY RESEARCH;

B. A RANGE OF OPPORTUNITIES AND OPTIONS FOR STUDENTS TO BE HEALTHY IN A MANNER THAT SUITS THEM AS UNIQUE INDIVIDUALS;

C. WORKING COLLABORATIVELY WITH PARENTS AND THE COMMUNITY TO SUPPORT LIFE-LONG ATTITUDES AND BEHAVIOURS THAT SUPPORT HEALTH AND WELL-BEING;

D. REGULAR REVIEW AND IMPROVEMENT OF PRACTICES AND INITIATIVES TO ENSURE ONGOING IMPROVEMENT OF STUDENT HEALTH, NUTRITION, AND PHYSICAL ACTIVITY.

OBJECTIVES

1. To support physical education, daily physical activity, co-curricular, intramural, extra-curricular, athletic and leadership programs as outlined in Policy 6.65.
2. To support a smoke and vape

3. To recognize the importance of establishing early patterns of healthy nutrition through the promotion of healthy food sales, healthy snack programs, and a focus on healthy nutrition within the program of studies.
4. To support the work of the district's safe and caring school prevention and intervention strategies to ensure the well being of all students.
5. To include an array of universal approaches and targeted interventions to promote students' physical and social-emotional wellness.
6. The Board acknowledges that responsibility for student health, nutrition, and physical activity is a shared responsibility among students, parents, all school district staff and trustees. Sound practices focus on collaboration with and communication among the various parties who share this responsibility.

REGULATIONS

DAILY PHYSICAL ACTIVITY

In elementary schools Daily Physical Activity (DPA) will be monitored by the classroom teacher. The classroom teacher may be supported by specialist teachers. The classroom teacher will monitor the DPA and will report student progress as outlined in Ministry regulations.

In secondary schools DPA will be monitored by teachers and students will be engaged in the monitoring process. Physical education teachers will monitor DPA with grade 8 and 9 students. Graduation Transition Program Coordinators will monitor DPA with students in grades 11 and 12. Grade 10 students will have their DPA monitored in one of the two manners described above. The monitoring teacher will report student progress as outlined in ministry regulations.

In semestered secondary schools, the principal will make scheduling adjustments to ensure that each student in grade 8 and 9 receives balanced DPA in each semester.

4. Students will be encouraged to take responsibility for DPA and Healthy Living.

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