

STUDENT WELLNESS

Background

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 (Alberta Education 2008). High Prairie School Division's (HPSD) mental health framework is grounded in the internationally recognized Comprehensive School Health (CSH) approach. CSH serves as the foundation to a whole school approach to addressing the 5 dimensions of wellness to ensure a holistic approach to student wellness.

Definitions:

Emotional Wellness – is acknowledging, understanding, managing, and expressing thoughts and feelings in a constructive manner.

Intellectual Wellness - is the development and the critical and creative use of the mind to its fullest potential.

Physical Wellness - is the ability, motivation, and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition, and care of the body.

Social Wellness - is relating positively to others and influenced by many factors including how individuals communicate, establish, and maintain relationships, are treated by others, and interpret that treatment.

Spiritual Wellness - is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

Procedures

1. All HPSD Staff shall:

- 1.1. ensure healthy learning environments for students and staff;
- 1.2. attend to all HPSD nutritional guidelines;
- 1.3. cultivate and foster healthy relationships among and between staff and students;
- 1.4. attend to the well-being of others;
- 1.5. recognize the importance of students' emotional, intellectual, physical, social, and spiritual wellness to their success at school;
- 1.6. recognize that students' emotional, intellectual, physical, social, and spiritual wellness plays a significant role in overall health;
- 1.7. acknowledge that students learn from role models at school, home, and within the broader school community;
- 1.8. encourage students to think critically about the impact of their choices on their current and long-term wellness;
- 1.9. embed character education within the curriculum and school activities to support student and staff wellness;
- 1.10. embed Social-Emotional Learning (SEL) outcomes within the learning environment;
- 1.11. establish positive connections, and supportive networks both in school and the broader community;
- 1.12. 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;
- 1.13. recognize ways to encourage more physical activity on a daily basis; and
- 1.14. engage in developing supportive working relationships with community organizations and sectors to collectively advance school health and wellness for our students.

References

Alberta Nutrition Guidelines for Children and Youth.

Alberta Education Framework for Kindergarten to Grade 12 Wellness Education, 2008.

Alberta Education Building Social Emotional Competencies: Choosing Instructional Resources 2021

High Prairie School Division Mental Health Framework, 2023