

POLICY NAME	COMPREHENSIVE WELLNESS (ADG)
Original approval date	2009-02-03
Last review date	2026-06-30
Next review date	2031-2032
Related documents	N/A

1. PURPOSE AND SCOPE

- 1.1 The New Frontiers School Board (NFSB) is committed to promoting comprehensive wellness for students and staff.
- 1.2 This policy establishes a framework to support physical, mental, emotional, and social well-being in all schools and centres under the authority of the NFSB, in alignment with the Québec Education Program (QEP), including the Broad Area of Learning: Health and Well-Being.
- 1.3 This policy applies to all schools, centres, students, staff members, governing boards, and board-level activities under the authority of NFSB.

2. DEFINITIONS

For the purposes of this policy, the following terms will have the following meanings:

Comprehensive Wellness	The integrated promotion of physical, mental, emotional, and social well-being.
Healthy Eating	The provision and promotion of food and beverages that align with provincial nutritional standards.
Active Living	Regular opportunities for movement and physical activity that support overall health and development.
Healthy Learning and Working Environment	An environment that promotes safety, inclusion, respect, psychological well-being, and positive relationships.

3. COMPREHENSIVE WELLNESS

- 3.1 The NFSB shall promote and maintain its commitment to Comprehensive Wellness through the following measures:
 - 3.1.1 Physical Well-Being
 - Ensure that food and beverages sold or provided in schools and centres align with applicable provincial standards.
 - Promote Healthy Eating practices.
 - Provide regular opportunities for physical activity during the school day and through extracurricular and daycare programs.
 - Encourage active lifestyles among students and staff.
 - 3.1.2 Mental and Emotional Well-Being
 - Promote psychologically safe and supportive learning and working environments.
 - Support initiatives that foster resilience, emotional regulation, and stress management.
 - Facilitate access to appropriate professional supports, in accordance with NFSB resources and mandates.
 - 3.1.3 Social Well-Being and Inclusion
 - Foster inclusive, respectful, and culturally responsive school communities.
 - Promote positive relationships and collaboration.
 - Align wellness initiatives with NFSB policies related to equity, inclusion, and the prevention of bullying and violence.
 - 3.1.4 Staff Well-Being
 - Recognize staff wellness as foundational to positive learning environments.
 - Promote professional environments grounded in respect, collaboration, and healthy work practices.
 - Encourage initiatives that support staff physical and mental well-being.

4. GOVERNANCE

- 4.1 NFSB-Level Oversight
 - 4.1.1 A NFSB-level Comprehensive Wellness Committee shall support the implementation and monitoring of this policy. The committee shall include representation from administration, school leadership, staff, and a Commissioner, determined by the Director General and a Commissioner. The Committee shall:
 - Promote alignment with Ministry frameworks and NFSB priorities;
 - Support coherence across schools and centres;
 - Monitor implementation and recommend improvements as required.
- 4.2 School-Level Implementation
 - 4.2.1 Each school and centre shall, through its governing board, designate a wellness-focused mechanism to oversee the implementation of this policy in alignment with its Educational Project, which may include, for example, a standing item on the governing board agenda.
 - 4.2.2 Schools and centres may establish partnerships with community organizations to support wellness initiatives.
- 4.3 Reporting
 - 4.3.1 The NFSB-Level Committee report shall be submitted to the Council of Commissioners annually.

5. COMMUNICATION

Schools and centres shall communicate wellness initiatives and expectations to families and community partners to promote shared responsibility and continuity between school and centre and community environments.

6. AUTHORITY

This policy is administered under the authority of the Director General.

7. REVIEW

The Director of Educational Services will review this policy at least once every five (5) years.