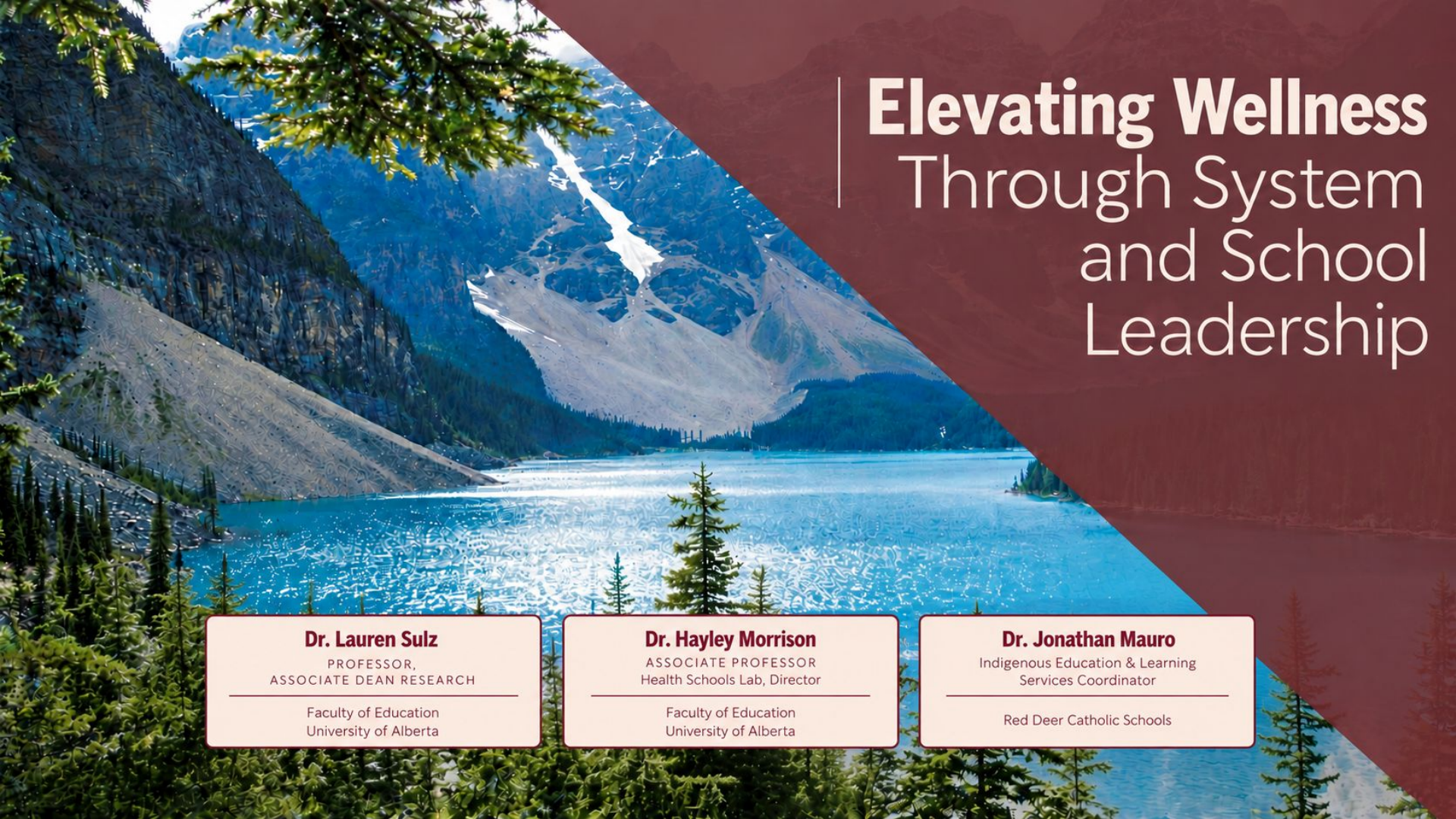


Elevating Wellness Through System and School Leadership

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“IT’S IN HEALTH EDUCATION!!!”

What is it all about?

Success	Intelligence	Kindness	Prominence
Assertiveness	Wellness	Attractiveness	Independence
Wealth	Talent	Contentment	Popularity
Funny	Confidence	Honesty	Happiness



Bruh, what is it all about?

Successful "GOAT"	**Intelligent** "Big Brain"	**Kind** "Good Vibes"	**Powerful** "Boss"
Assertive "Main character energy"	**Wealthy** "Show me the money"	**Good Looking** "Drip"	**Independent** "Sigma"
Healthy "Chopped"	**Talented** "Slay"	**Content** "Chill"	**Popular** "Rizz"
Funny "Dead"	**Confident** "Hits Different"	**Honest** "Tea"	**Happy** "Lit"

The Plan

1

COMING TO THIS WORK

Critical incidents

2

TALES FROM THE DATA MOUNTAIN

Themes from our data

3

WORK TOGETHER FOR CHANGE

Elevating Wellness through your leadership



Jasper National Park, Alberta

What do our classrooms look like today?

Current Status & Key Health Indicators



39%
Physical Activity

Met 60 mins/day MVPA recommendation. Newcomers, girls & low-income households less likely to meet guidelines.

27%
Recreational Screen Limits

Met limit of ≤ 2 hours/day.

27%
Social & Emotional Competencies

Canadian Kindergarten students enter grade 1 ‘vulnerable’ in at least one social or emotional domain.

20%
School Belonging

Feel like they do not belong at school.

COMPASS Study, 2021; Hachem et al., 2021; ParticipACTION Report Card, 2024; Public Health Agency of Canada, 2024

What is in Health Education, Really!


Communication


Conflict Resolution


Consent


Healthy Relationships


Mental Well-Being


Social & Emotional Competencies


Nutrition


Growth & Development


Safety


Active Living


Sexual Health


Food Literacy


Financial Literacy


Digital Literacy


Risky Behaviours

SSHRC Partnership Development Grant

To develop a Pan-Canadian Health Education (HE) Strategy that will provide a conceptual framework to build towards a future where all students in Canada experience quality and meaningful HE.

SSHRC CRSH
Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

PHE Canada

EVER ACTIVE SCHOOLS
www.everactive.org

HEALTHY SCHOOLS LAB
RESEARCH. EDUCATION. ACTION.

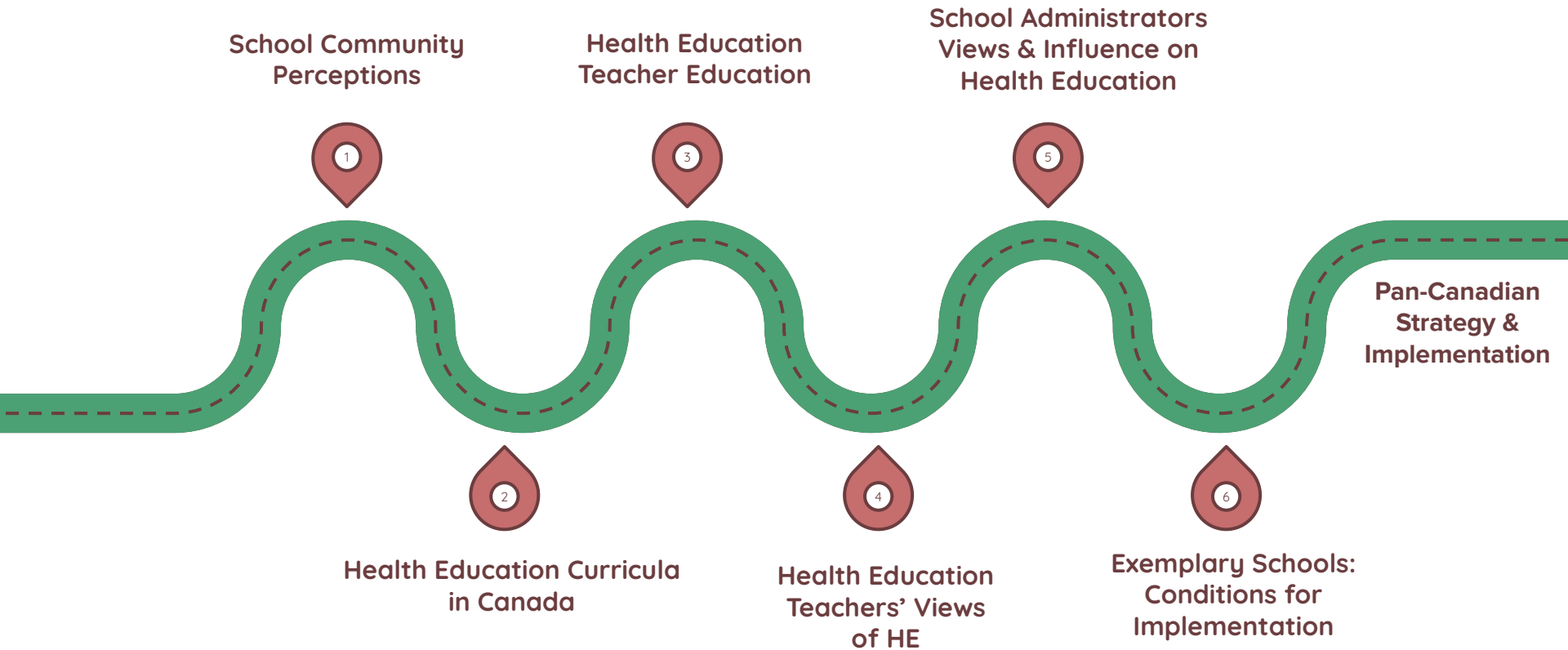
Investigators:

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Research Roadmap



Pan-Canadian Health Education Strategy



Our Shared Vision

*All students in Canada engage with **quality health education** across their school experience, cultivating individuals and communities that embody wellbeing and apply health literacy—now and into the future.*

Quality Health Education:

a comprehensive and contextually relevant core subject, taught by qualified teachers, that develops health literacy and lifelong wellbeing.

Our Shared Commitment:

Every Student in Canada Receives Quality Health Education (QHE)

Achieving this shared commitment depends on three essential conditions:

> ***Priority:*** *HE must be recognized and supported as a core subject within education.*

> ***Quality:*** *HE must be comprehensive, contextually relevant, and taught by qualified teachers.*

> ***Access:*** *Every student must have meaningful opportunities to receive QHE, regardless of geographical location, school, or class placement.*

*If we recognize **Wellness Education** as an essential component of a comprehensive education and student wellbeing...*

What are we doing at the system level to ensure it is prioritized, supported, and delivered?

Priority • Quality • Access



THEME 1
Health Education is Valued *in Theory,* Marginalized *in Practice.*

Health Education is Valued *in Theory,* Marginalized *in Practice*

HE is Perceived as a Valuable Subject

Table 1. Value Placed Upon and Time/Energy/Effort Allocated to Health Education
School Administrators

	1	2	3	4	5
Value placed upon health education by school.	10.5%	21.0%	42.1%	10.5%	15.8%
Value placed upon health education by self.	0.0%	0.0%	11.1%	5.6%	83.3%
Time/energy/effort allocated to health education.	5.6%	33.3%	38.9%	11.1%	11.1%

1 = low or very little; 3 = medium or adequate; 5 = high or a lot

Table 2. HE Teacher Experiences: Enjoyment, Confidence, Value
Health Education Teachers

	1	2	3	4	5
	"Very Low"	**"Low"**	**"Medium/ Adequate"**	**"High"**	**"Very High"**
Enjoyment	0.0%	4%	19%	38%	39%
Confidence	0.0%	5%	18%	45%	33%
Value in School	18%	33%	30%	13%	6%

Sulz, L.D., Robinson, D.B., Morrison, H., Read, J., Johnson, A., Johnston, L., & Frail, K., 2024
Robinson, D.B., Sulz, L.D., Morrison, H., & Jutras, M. (in press)

Health Education is Valued *in Theory,* Marginalized *in Practice*

Curricula Time Devoted to Health Education

Table 3. HE instructional time allocations, grades 1–8/9.

	1	2	3	4	5	6	7	8	9
BC/YT[1]	integrated learning						no allocations		
AB	~10%: ~150 min./wk.[2]						~5%: ~80 min./wk.		
SK	~5%: ~80 min./wk.						~7%: ~100 min./wk.		
MB	~3%: ~45 min./wk.						~2%: ~30 min./wk.		
ON	~3%: ~45 min./wk.						no allocations		
QC	~8%: ~80 min./wk.[3]						~6%: ~90 min./wk.[3]		
NB	integrated learning				~3%: 45 min./wk.				
NS	integrated learning						balanced instruction		
PE	~4%: 60 min./wk.			~5%: ~75 min./wk.			~4%–6%: ~60–90 min./wk.		
NL	integrated learning			~6%: ~90 min./wk.			~5%: ~75 min./wk.		
NT				~6%: ~90 min./wk.					
NU	~6%: ~90 min./wk.					~8%: ~120 min./wk.			

Notes: [1]Yukon uses British Columbia curricula, with adaptations to include Yukon content and Yukon First Nations' ways of knowing and doing.
[2]This instructional time allocation is for HE and *Physical Education* (*PE*); more time is afforded for *PE* than for HE.
[3]This instructional time allocation is for *Physical Education and Health* (*PE&H*); more time is afforded for PE-related instruction than HE-related instruction.

Limited Time Allocations for Learning

- 2%-10% of instructional time
- MB & ON fare worst (2%-3%)
- Nunavut fare best (8%)

Old Alberta Curriculum:

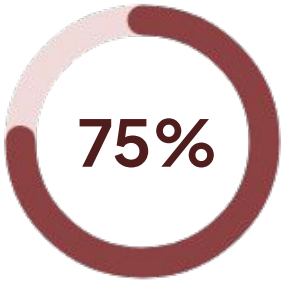
- Grades K-6:
  - 10%
- Grades 7-9:
  - 50 hours for HE
  - 75 hours for PE

PEW:

- 125 hours

Robinson, D.B., Sulz, L.D., Morrison, H.J., Wilson, L., & Harding-Kuriger, J., 2024

Health Education Needs to be Timetabled



of teachers reported ‘timetabling/scheduling of HE as a barrier/strong barrier’

> “last year’s timetable had two 20-min periods of health—both right after lunch. It ended up being about 10 min each time, and there was almost no way for meaningful learning.” **(HE Teacher)**

> “health classes are not as frequent as other subjects which limits content each year and diminishes the importance of the class.” **(HE Teacher)**

> “The biggest barrier is the “time/minutes allotted” to the “PE and Wellness” curriculum in our province. At 10%, it does not provide enough time (in my opinion) to deeply explore the essential learning that can take place. The message is often that our priority must be given to language arts and math—not HE.” **(HE Teacher)**

How are school divisions preparing their schools and systems to effectively timetable the new PEW 7-9 curriculum?

1 **HEALTH EDUCATION DAYS/ UNIVERSAL HEALTH LESSONS**

2 **INTEGRATED INSTRUCTION**

3 **TIMETABLED**

“We encourage wellness days in our homeroom on a monthly basis”
(School Administrator)

“It is not seen as a core class and students often do not take it seriously. Many teachers also do not put a lot of effort into planning valuable learning experiences for the kids.”
(HE Teacher)

“It [HE] is not aligned to the conventional middle school/junior high scheduled. Too complex to rearrange the schedule to adequately accommodate one course, Health. PE time is too short to effectively modify health outcomes.’
(HE Teacher)

Meeting Wellness Curricula Minutes

66% Elementary Schools

54% Junior High Schools

100% High Schools

Superintendent Leadership Quality Standards

Whereas Alberta's teachers, students, parents, educational leaders and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

How can system leaders support schools to ensure schools are meaningfully meeting the Wellness Curriculum minutes and outcomes?



THEME 2
Are We Competing With Ourselves?
Wellness Education vs. Physical Education



Health Education vs. Physical Education

K-12 Health/Wellness Education

- **Wellness & Physical Education Combined:**
  - AB, BC (Yukon), MB, ON, QC

When wellness education is combined with physical education, wellness outcomes become secondary—overshadowed by the focus on physical activity/physical education.

Wellness Education vs. Physical Education

Wellness Education Outcomes Not Being Taught

Reluctance to Sacrifice Physical Activity

"Students being pulled out of PE class to do HE creates a negative atmosphere... Kids don't want to miss PE; they see it as a punishment."

"Have you ever told 30 10-year-olds, 'we aren't going to play in the gym today but talk about our feelings?'"

"difficulty finding time to implement [HE] due to not wanting to take PA time away from students."

Separate Subjects

"Health needs to be its **OWN course** in a timetable so that students understand its importance."

Lack of Dedicated Facilities

Often taught on the gym floor

"There is not a dedicated space for health... find empty rooms, go to the cafeteria, or sit on the gym floor."

Teacher Education Programs

"Our elementary physical and health education program offers one course to all elementary teacher candidates. Unfortunately, the schedule does not allow for a great deal of depth in terms of health education." (Post-Secondary Instructor)

Wellness Education vs. Physical Education

Teacher Education Programs

- When Curriculum & Pedagogy (C&P) courses are taught as one course, HE content is neglected

- 66% HE teacher educators reported 0-19% of HPE C&P course(s) devoted to HE content

"Our elementary physical and health education program offers one course to all elementary teacher candidates. Unfortunately, even then, the schedule does not allow for a great deal of depth in terms of physical education and health education. Time is spent in the gymnasium and outside as well as we also work to incorporate outdoor education."
(Teacher Educator)



PHE or PE AND HE??



PHASE
TEACH | LEARN | INSPIRE

Shanghai, China
April, 2025

Considerations for the New Physical Education & Wellness (PEW) Curriculum

KEY IMPLEMENTATION CONSIDERATIONS

Understand Your Context

- Rural vs. Urban
- Separate School Division; Public School Division
- Teacher Competence/Confidence/Comfort

Resources

- Supports for administration and teachers

Timetabling

- Wholistic intention, but…
  - PEW separated into PE and Wellness
  - PEW taught by two teachers
  - Universal lessons

Outcomes & Guiding % for Implementation

- Organize outcomes taught in a movement setting, classroom setting, and/or integrated instruction

How can system leaders support schools in effectively implementing the PEW curriculum?

How can system leaders ensure that Wellness outcomes are prioritized and meaningfully addressed?



THEME 3
Underprepared Teachers, *Underserved Students*



Underprepared Teachers, Underserved Students

Teachers are NOT Prepared to Teach Wellness Education

Wellness Courses are Not Meeting the Needs of Students

Sulz, L.D., Robinson, D.B., Morrison, H., Read, J., Johnson, A., Johnston, L., & Frail, K., 2024

Health/Wellness Education Specialization



Elementary Teacher Specializations

- Only 1 university offered HE as a specialization
  - 18 universities offered PHE (combined)
  - 6 universities offered PE only
  - 1 university offered PE and HE (as two separate specializations)
  - No university offered HE only (without PE)

Secondary Teacher Specializations

- All secondary programs required one or two specializations
  - 17 universities offered PHE (combined)
  - 6 universities offered PE only
  - 3 offered both PE & HE (as two separate specializations)
  - No university offered HE only

Only 1 university offered a specialization in HE for elementary pre-service teachers

Only 3 universities offered a specialization in HE for secondary pre-service teachers

Health/Wellness Education Curriculum & Pedagogy Courses



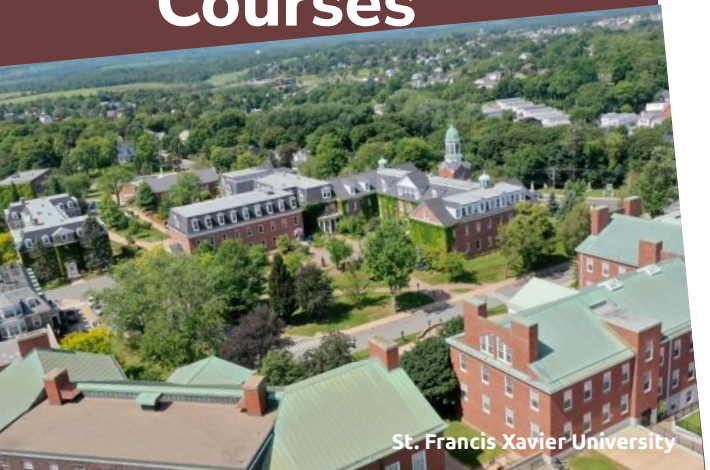
Elementary Teacher

Generalists:

- Required HE Courses
  - 5.8% required 1 mandatory HE C&P course
    **20.5% required 1 mandatory PE C&P course*
  - 50% require 1 mandatory HPE C&P course
  - 44.2% no HE C&P course required
- Elective HE Courses
  - 20.6% offered one or more HE elective courses
  - 26.4% offered one or more PHE elective courses

Most elementary teachers graduate with one PHE C&P course or no courses related to HE C&P

Health/Wellness Education Curriculum & Pedagogy Courses


St. Francis Xavier University

Secondary Teacher

Specialists:

- Normally two or three 3-credit C&P courses

Non-Specialists:

- 1 HE C&P course (12.6%)
- 1 HPE C&P course (35.7%)
- Elective HPE C&P courses

At most universities, only secondary specialists are required to take HE or HPE courses

Specifically, 52.4% of teacher education programs have no HE C&P course requirement

Unprepared Teachers, Underserved Students

Teachers' Competent Levels Teaching Wellness Education

- Of 120 HE teachers, only 20 (17%) reported feeling competent in all topics.
- 80% continued teaching these topics
- 20% skipped these topics

Topics Most Uncomfortable Teaching

- Reconciliation (41%)
- Financial Literacy (28%)
- Sexual Education & Reproduction (24%)
- Diversity, Equity, Inclusion (18%)
- Digital Literacy (15%)
- Wholistic Interconnection (15%)

Skills-Based Wellness Education

Content-Based	Skills-Based
Acquire Knowledge	Acquire Skill
Mastery of health-related information	Mastery of ability to perform health skills
Confidence in knowing what it means to live healthy lives	Confidence in their ability to live healthy lives
Examples: ● Understand why to avoid vaping. ● Knowing the names and functions of vitamins and the different food groups ● Defining terms like "stress," "anxiety," and "depression," and listing the biological causes of mental health disorders	Examples: ● Able to refuse, analyze peer pressure, and advocate for vape-free environments ● Students are given a budget and a "grocery store" flyer. They must plan three balanced meals ● Identify their personal "stress triggers" and practice specific coping strategies in class and beyond

Skills-Based Wellness Education Education

Outcome: Students examine strategies that support health and safety in a variety of context (grade 7)

- KUSP: Practice refusal strategies, boundaries, delaying decisions, and exit strategies

Be the Boss of Your Choices: How to Handle Peer Pressure

Sometimes, even our best friends might try to talk us into doing things we aren't sure about or don't want to do. It is completely okay to say "no!"

Superpower Strategies	Description	Example
The Firm 'No' (Refusal Skills)	You don't always need to give a long excuse or apologize. Keep it simple and clear. A confident "no" is a complete sentence!	"Nah, I'm good," "Hard pass,"
Stand Your Ground (Being Assertive)	Use your body language and your voice to show you mean business. Look the person in the eye, stand up tall, and use a calm, strong voice to tell them how you feel.	"Not my thing," "I'm not into that," or "Bruh, drop it."
Press the Pause Button (Delaying)	If you feel put on the spot and aren't sure what to say, buy yourself some time. You do not owe anyone an answer right this second!	"I'm not really feeling it right now," "Maybe later," or "Let me think about it" or "I need to check my schedule."
Guard Your "Invisible Bubble" (Setting Boundaries)	Decide what your rules are *before* you get into a tricky situation. If an activity crosses your personal limits, politely remind the other person of your rules.	"That sounds fun for you, but I have a personal rule against doing things that might get me in trouble or hurt." or I don't mess with that." "That's a line I don't cross."
The Pivot (Offering Alternatives)	If you still want to hang out with the person but don't want to do *their* activity, suggest a different one! This takes the pressure off and completely changes the subject.	"I'm actually starving, let's just go get food," or "I'd rather just go play [Video Game] or watch a movie."
Laugh It Off (Using Humour)	Sometimes making a joke or being silly is the easiest way to brush off the pressure. It breaks the awkward tension but still sends a clear message that you aren't going to do it.	"Yeah, because getting grounded for a month sounds *super* fun," or "With my luck, I'd be the one caught in five seconds. No thanks."



THEME 4
Administrators: Champions of Change

Administrative Support

Administrators played a role by "setting the tone of the school"

Time & Scheduling

- More Time Devoted to Health Education

"lots of prep time given, admin who believe in CSH and HE."

Scheduling Support

- Intentional Scheduling

"scheduling always includes health and administration is supportive of the [H]PE program."

PD for Health Education

- Training & Resources

"admin values health education—they pay for us to receive training, PD, and resources"

Encourage Collaboration

- Cross-Personnel Lessons

"multiple opportunities for collaboration... guidance counsellor, visiting nurse... provide deeper learning."

Administrative Support

When teachers had less administrator support...

Assigning Wellness Education Teachers

"It was evident that who was assigned to teach HE by school administrators had a significant impact on how (well) HE was being taught."

Timetabling

"I think rethinking the timetabling of health is low on their priority list."

Professional Learning

". . . health teachers [need] to be educated on the language and the sensitive topics annually. Our world is changing fast, so we need to keep up."

Challenges Administrators Face in Supporting Wellness Education

System Level Support

"until more emphasis is placed on health education from a systems perspective it will remain the subject that receives the least amount of attention"

"our government has limited what can be taught to our students through health education. Some advocacy in this area would be greatly appreciated"

Teacher Education Programs

"teacher preparedness is also an issue. Pre-service teacher programs need to include health education as an essential component of teacher preparation"

Competing Priorities

"I try my best, but literacy and numeracy achievement has been prioritized and heavy loaded curriculum that teachers are not able to cover efficiently due to time constraints and lack of supports."

"there is no training provided for health and physical education. When there is time allocated for team collaboration, it is often spent on other school priorities."

Best (research-based) Practices

Timetabled & Safe Space for Learning



(Equal) Priority & Value

Teacher Professional Learning & Support

Meaningful for Students
(Skill-based pedagogy)

SUPERINTENDENT LEADERSHIP QUALITY STANDARDS

SLQS 3: Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs

— ensuring that the vision is informed by research on effective learning, teaching and leadership

— promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives

SLQS 4: Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement

— providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational role

— ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study

SLQS 7: Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation

— ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities

LEADERSHIP QUALITY STANDARDS

Alberta Leadership Quality Standard | Selected competencies

LQS 2: Modelling Commitment to Professional Learning

A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders

— engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise

LQS 4: Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning

— developing a shared responsibility for the success of all students

LQS 6: Providing Instructional Leadership

A leader ensures that every student has access to quality teaching and optimum learning experiences

— ensuring that student instruction addresses learning outcomes outlined in programs of study

— building the capacity of teachers to respond to the learning needs of all students

— demonstrating a strong understanding of effective pedagogy and curriculum

How can you, as a system leader, create the conditions for Quality Wellness Education?

Purpose:

- Drawing on the research presented, reflect on how your school division prioritizes, supports, and implements Quality Wellness Education.
- Identify opportunities to strengthen the system-level conditions that enable every student to access meaningful Wellness Education

POLICY & ACCOUNTABILITY	
Current Context *What current policies and/or accountability measures are in place that support or hinder Quality Wellness Education?*	**Actions/Steps to Improve Wellness Education** *What policies, priorities, or accountability measures could be established or strengthened to elevate Quality Wellness Education within your school division?*

SYSTEM PROCESSES & CULTURE	
Current Context *To what extent is Wellness Education recognized and supported as a priority within your school division?*	**Actions/Steps to Improve Wellness Education** *What organizational changes could strengthen the consistent and equitable delivery of Quality Wellness Education within your school division?*

PROFESSIONAL LEARNING & CAPACITY BUILDING	
Current Context *How does your school division currently support school leaders and teachers in building their capacity to advance Quality Wellness Education?*	**Actions/Steps to Improve Wellness Education** *How can you build the capacity of school leaders and teachers to support Quality Wellness Education across your division?*

If they wanted to, they would.







‘Exemplary’ School

Urban Junior High School



What makes this school ‘exemplary’?

Daily Wellness Education

- 27 minutes of Wellness Education/day

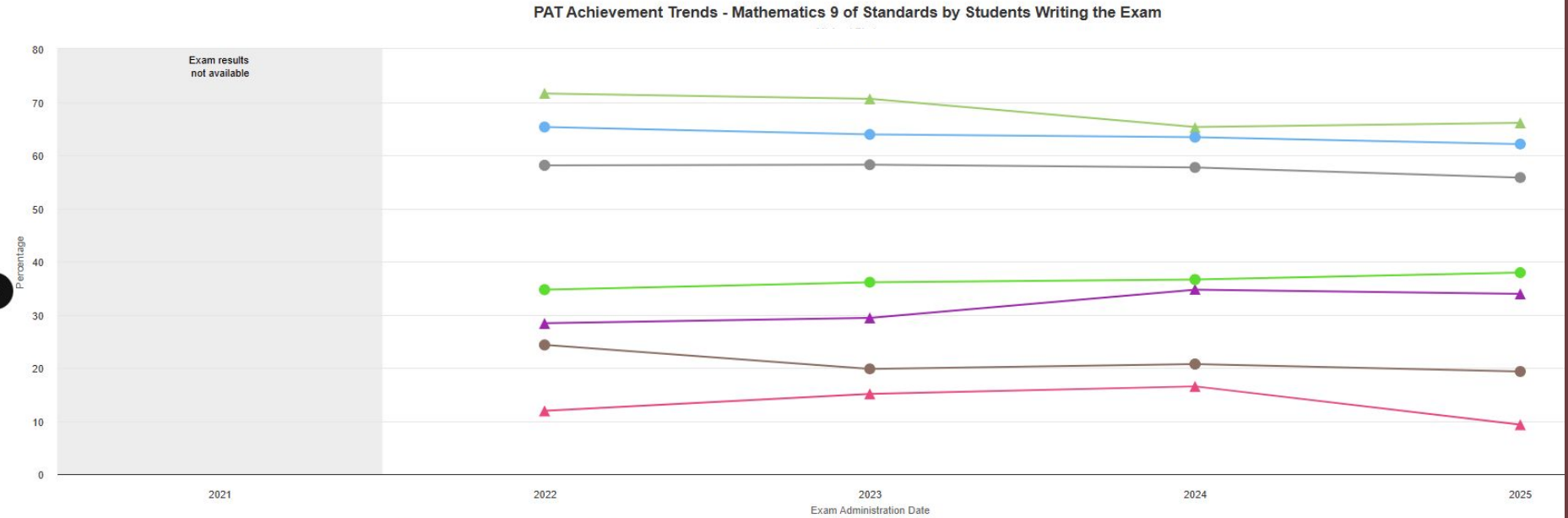
Whole-School Approach to Wellness Education

- Every teacher teachers Wellness Education
- Team Lead for Wellness Education
  - Shared Google Classroom
- Professional learning
- Staff meeting
- Parental/Guardian Collaboration/Support
- Shared Resources
- District support… now.

EXEMPLARY SCHOOL SCHEDULE 2025-2026

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20– 8:35 am	Arrival Bell, Transition Time & Announcements (15 minutes)				
PERIOD 1 8:35 – 9:24 am					
9:24 – 9:27 am	Transition Time (3 minutes)				
PERIOD 2 9:27– 10:16 am					
10:16 – 10:22 am	Transition time (6 minutes)				
PERIOD 3 10:22 – 11:11 am (49 minutes)					
11:11- 11:14 am	Transition Time (3 minutes)				
PERIOD 4 11:14 - 12:03pm (49 minutes)					
12:03 – 12:22 pm	First Half Lunch Recess (19 minutes)				
12:22 – 12:42 pm	Second Half Lunch Recess (20 minutes)				
12:42 - 12:47	Transition time (5 minutes)				
12:47 - 1:14 pm	Health Block (27 minutes)				
1:14 - 1:17 pm	Transition Time (3 minutes)				
PERIOD 5 1:17 – 2:06 pm					
2:06– 2:09 pm	Transition Time (3 minutes)				
PERIOD 6 2:09– 2:58 pm					

Trends - General



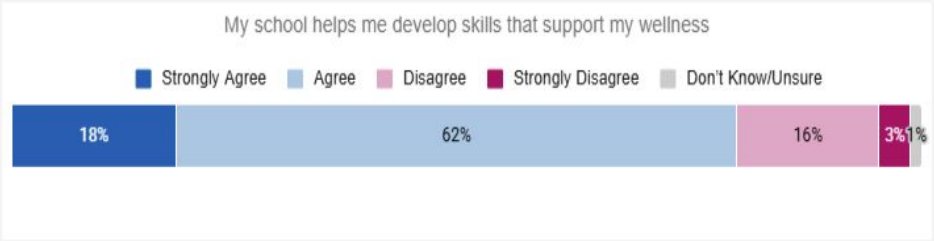
Average Total Score
Achieving Excellence
Achieving Acceptable
Below Acceptable Standard

Achieving Excellence
Achieving Acceptable
Below Acceptable Standard

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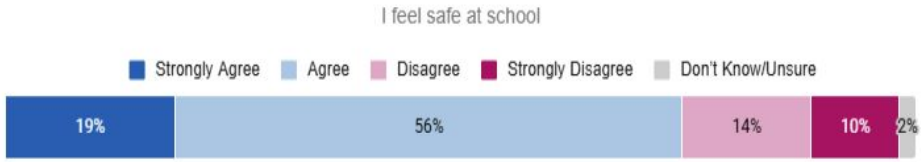
Division
Average Total Score
Achieving Excellence
Achieving Acceptable
Below Acceptable Standard

Province
Average Total Score
Achieving Excellence
Achieving Acceptable
Below Acceptable Standard



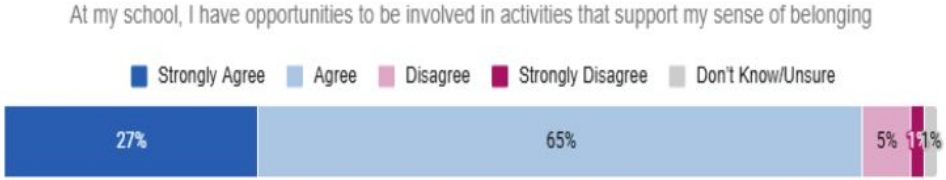
My school helps me develop skills that support my wellness

	Percent (%)	Number (n)
Strongly Agree	18%	88
Agree	62%	300
Disagree	16%	76
Strongly Disagree	3%	17
Don't Know/Unsure	1%	6
Total	100%	487



I feel safe at school

	Percent (%)	Number (n)
Strongly Agree	19%	91
Agree	56%	271
Disagree	14%	69
Strongly Disagree	10%	47
Don't Know/Unsure	2%	9
Total	100%	487



At my school, I have opportunities to be involved in activities that support my sense of belonging

	Percent (%)	Number (n)
Strongly Agree	27%	133
Agree	65%	315
Disagree	5%	25
Strongly Disagree	1%	7
Don't Know/Unsure	1%	7
Total	100%	487

1 **REAL-TIME RESPONSE**

2 **IN-DEPTH LEARNING**

3 **PRIORITIZED & VALUED**

"might be one of the most authentic learning opportunities in a subject….anxiety, test anxiety, study skills, and mental health during exam times because it's authentic"
(Teacher)

"it doesn't get skipped, and sensitive topics can be addressed appropriately"

(School Administrator)

"we have it every day… that shows it's important"
(Student)

"it's not an afterthought"

(Teacher)

From Evidence to Action

NEXT STEPS FOR SYSTEM LEADERS

01

PRIORITY

Embed Wellness Education in system priorities, planning, timetabling, and resource allocation.

02

QUALITY

Strengthen teacher and school leader capacity through professional learning, collaboration, and instructional support.

03

ACCESS

Ensure every student has meaningful opportunities to learn all Wellness outcomes, regardless of school or classroom placement.

MONITOR & IMPROVE Review implementation across schools, identify gaps, and use evidence to guide improvement.

What is one action you can take at the system level to strengthen the priority, quality, or access of Wellness Education in your school division?







Thank You!

We do not need more evidence that Wellness Education matters, we need more courage to act like it does.

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