

Book	Policies
Section	JL - Student Wellness
Title	STUDENT WELLNESS
Code	JLC
Status	Active
Legal	Federal Regulation: 7 CFR 210.31 COMAR: 13A.05.05.06
Adopted	March 8, 2006
Last Revised	September 13, 2017
Last Reviewed	September 13, 2017

Policy Cross Reference: [GBGC Regulation](#)

I. Purpose

The purpose of this policy is to maintain school environments that promote children's health, well-being, and ability to learn.

II. Policy Statement

Healthy students exhibit better attendance, demonstrate higher levels of achievement, and are more likely to complete their formal education. This policy embraces the Whole School, Whole Community, Whole Child (WSCC) model, developed by the Centers for Disease Control (CDC), and the Association for Supervision and Curriculum Development (ASCD). The model supports a holistic approach to student wellness that is sensitive to individual and community needs. The WSCC model is designed to help young people grow into healthy, productive adults by focusing on the physical, emotional, social, and educational development of students in pre-kindergarten through grade 12. The approach encompasses nine areas within the WSCC model: health education; nutrition environment and services; social and emotional school climate; physical environment; health services; counseling, psychological, and social services; community involvement; family engagement; and physical education and physical activity. A tenth area, employee wellness, is addressed in policy GBGC.

III. Definitions

Health Education - provides students with opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

Food and Nutrition Services - offers a learning environment that will teach students and their families ways to establish and maintain lifelong healthy eating and lifestyle choices. Food and Nutrition Services serves as a link

between nutrition-related community services and our school based student population. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity.

Physical Environment - high quality educational facilities enhance student achievement, promote health and safety, and foster positive community engagement. The physical environment of school buildings and grounds is a fundamental factor in the overall health and safety of students, staff, and visitors. SMCPs school sites are designed and maintained to be free of health and safety hazards, and all outdoor and indoor spaces, buildings, equipment, facilities and resources are suitable for learning objectives. The physical environment includes furniture, equipment, resources, and materials of instruction which must be safe, clean, well-maintained, and support the flexibility of the district's educational programming and experiences. The physical environment of schools also encompasses well-maintained and safe lighting levels, indoor air quality, comfortable temperatures, and compliance with all local, state, and federal health and safety guidelines and standards.

Health Services - a comprehensive health care delivery system that is provided by qualified nurses from within the school and community to assess, provide, protect and promote optimal physical and mental health for all students. Health Services coordinates/connects staff, students, families, and the community to healthcare providers to foster wellness/disease prevention and support a healthy school environment.

Social and Emotional School Climate - the psychosocial aspects of a student's education experience that influences their social and emotional development. A positive sense of physical, social, and emotional well-being empowers students to meet personal goals. Student Services provides services to address the cognitive, behavioral, social, emotional, safety, and alternative education needs of all students to maximize student achievement.

Community Involvement - an integrated school, parent, and community approach for enhancing the health and well-being of students.

Family Engagement - a schoolwide approach to provide support to school based staff to engage families and communities by fostering a whole child approach to improving student success.

Counseling, Psychological and Social Services - prevention and intervention services that support the mental, behavioral, and social-emotional health of students and promote success in the learning process.

Physical Education and Physical Activity - programs that provide students with the necessary skills and knowledge for lifelong participation in physical activities. Physical Education is characterized by a planned, sequential PreK-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas. Physical activity is bodily movement of any type and may include recreational, fitness, and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs, or raking the leaves.

Employee Wellness - the physical and mental health of employees as promoted through a wellness program. The program functions as a preventive measure to help avoid illness while improving and maintaining the general health of the employees. This can be accomplished through education, communication, and a supportive work environment.

IV. Expectations for Evaluation, Review, and Updates

This policy will be reviewed and evaluated according to the Board of Education of St. Mary's County review schedule and/or as federal and state laws and regulations change.

St. Mary's County Public Schools, Leonardtown, Maryland