



Book	Policies
Section	I - Instructional Program
Title	Curriculum Design: Wellness and Health Education
Number	IDB
Status	Active
Adopted	March 8, 1980
Last Revised	December 13, 2016

### **Purpose**

The Board is committed to a sound, comprehensive health education program that is an integral part of each student's education, provides students with accurate information, and encourages them to be responsible for their own health and behavior. Health and wellness instruction will occur within a school environment that is physically, socially, and psychologically healthful and that promotes skills, practices and attitudes that promote wellness, health maintenance and disease prevention. Fostering a feeling of connectedness between the students and the school, providing opportunities for students to become involved in school activities, and ensuring an overall safe environment for all students are essential components of a safe, positive, and healthy school climate.

### **Curriculum Design: Health and Wellness Education**

The health education curriculum will reflect the South Carolina academic standards for health and safety education and will include age-appropriate instruction in the areas of

- Alcohol, Tobacco, and Other Drugs
- Human Growth/Development and Sexual Health/Responsibility
- Injury Prevention and Safety
- Mental, Emotional, and Social Health
- Personal and Community Health
- Physical Activity and Nutrition

Instruction in sexual health and responsibility is an integral part of comprehensive health education. The Board has chosen to provide additional emphasis on sexuality education in board policy IDBA.

The comprehensive plan of instruction shall

- Reflect current research, evidence, and best practice;
- Include accurate, age-appropriate information and build functional knowledge and skills;
- Encourage students to make informed and responsible decisions about their health behaviors;
- Enhance students' problem-solving skills, coping skills, and self-esteem;

- Offer age-appropriate nutrition education at each grade level, as required by the South Carolina Standards for Learning;
- Integrate nutrition education into all appropriate curriculum areas;
- Include healthy options for student selection when foods and beverages are sold or served by the District on campus during the school day;
- Assure that school meals (school lunch, school breakfast, after-school snacks and summer food service program) comply with federal, state and local requirements, adhere to food safety and security guidelines, and are accessible to all children;
- Assure that any foods and beverages marketed or promoted to students on the school campus during the school day meet or exceed the USDA Smart Snacks in School Nutrition standards;
- Employ qualified child nutrition professionals to provide all children with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.

#### Mental/Emotional Health Education

To promote strong mental and emotional health of students, the District shall

- Provide age-appropriate, standards-based instruction on the nature of alcohol, tobacco, and other narcotics and their effects upon the human system;
- Help students develop an awareness of the consequences of the use and abuse of alcohol and drugs on themselves, their families, and the total community;
- Work continuously to improve school climate and promote connectedness among students and staff to help reduce risk of suicide, violence, bullying, and substance abuse;
- Help students understand the warning signs of depression and self-destructive behaviors, to know the risk factors and warning signs of suicide, and to be aware of individuals or other school resources that are available to aid and support themselves or others;
- Expect all staff and students to behave respectfully and kindly to one another so that students develop the level of trust necessary to feel comfortable approaching an adult when confronted with problems.

The District shall provide opportunities for ongoing professional development and training for all administrators, teachers, staff, and volunteers. Training will focus on the importance of physical activity for students, the relationship of physical activity and good nutrition to academic performance and healthy lifestyles, the strong impact of emotional health and wellness on student success, and how to access school and community resources that can help youth in crisis.

In accordance with the Student Health and Fitness Act, a Coordinated School Health Advisory Council (CSHAC) shall be appointed by the Board. It shall include two Board members; two parents; six school representatives; four additional district staff, including District Food Service representation; four to six community members; and two students. The committee, in

collaboration with District staff, will be responsible for planning, assessing, and monitoring health and wellness initiatives and programs.

In collaboration with the CSHAC, the District shall develop a school health improvement plan that addresses strategies for improving student nutrition; physical, mental, and sexual health; and student and staff wellness. The District health improvement plan goals and progress toward those goals must be included in the District's Strategic Education Plan.

The Board chair shall appoint Board representatives to CSHAC; the Superintendent or designee shall appoint district staff and school representatives.

Parents, students, and community members shall be selected as follows:

- The Superintendent or designee will issue a public announcement that includes information on the application process and eligibility requirements for each respective group;
- The Superintendent or designee will review all applications from adults and recommend to the Board persons to serve on the committee. Candidates will become members of the committee only after Board approval;
- Four high school students will be named annually as candidates for membership on the committee. The Superintendent or designee will appoint two of them as committee members and two as alternates. Students serving on the Sexuality Education Advisory Committee or on the Instructional Materials Review Committee will not be eligible to serve on the Comprehensive Health Advisory Committee.

Committee members shall serve three-year terms, except for District staff, students, and Board members; the unexpired term of a committee member who resigns shall be filled using the process set forth above.

The Superintendent or designee shall develop a process by which to assess the extent to which instruction is being effectively delivered and understood.

### **Review/Reporting**

This policy shall be reviewed in accordance with the Board policy review process.