

FREDERICK COUNTY PUBLIC SCHOOLS	Reg. No. 400-82
Subject: WELLNESS	Issued: 8/9/06
Preparing Office: Office of the Superintendent	Amended: 5/15/19

I. Policy 409

II. Procedures

A. Purpose

Physical fitness, good nutrition and positive attitudes lead to higher levels of attendance and academic performance and lower levels of anxiety, stress and illness in children. Schools are one place where children develop lifelong habits and where all are afforded equal access to nutritious meals and physical activity. Schools also link parents and community members to resources for promoting a healthy lifestyle. The purpose of this regulation is to provide direction to the school system for promoting student health and well-being and to fulfill the requirements of Public Law 111–296, Healthy, Hunger-Free Kids Act of 2010.

B. Definitions

1. Comprehensive School Health Education – A planned sequential curriculum that addresses the physical, emotional, and social dimensions of health; develops health knowledge, attitudes, and skills; and is tailored to the developmental level of children.
2. Curriculum – The prescribed elements of programs and courses which state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet the learning objectives and by what means they will be assessed.
3. Extracurricular Activities – Activities available to students beyond the regular school day, which are voluntary and not required for satisfactory completion of a particular class.
4. Health Services – Preventive services, education, emergency care, referral, and management of acute and chronic health conditions. Designed to promote the health of students, identify and prevent health problems and injuries and ensure care for students.
5. Interscholastic Athletics – Approved athletic competition between or among two or more high schools.
6. Intramural Program – An extracurricular activity program within a school that provides students an opportunity to participate in activities that are an extension of the physical education program.

7. Nutrition Education – A component of comprehensive school health education curriculum that teaches knowledge and skills related to nutrition and physical activity in order to achieve positive changes in dietary and physical activity.
8. Physical Activity – Any bodily movement produced by skeletal muscles that results in an expenditure of energy.
9. Physical Education Program – A planned sequential curriculum that teaches skills, knowledge, and attitudes which are needed to establish and lead a physically active life.
10. Recess – Regularly scheduled periods within the school day for structured and/or non-structured physical activity and play.
11. School Counseling Services – Activities that focus on cognitive, emotional, behavioral and social needs of individuals, groups and families. Designed to prevent and address problems, facilitate positive learning and health behavior and enhance healthy development.
12. Food Marketing – Any oral, written, or graphic statement that is made for the purpose of promoting the sale of a food or a beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.
13. School Grounds – Any property and facilities owned or leased by the school and used at any time for school-related activities, including, but not limited to, school buildings, school buses, areas adjacent to school buildings, athletic fields, and parking lots.
14. School Based Wellness Team – Each school will identify a school based wellness team that will be responsible for wellness program compliance.
15. Wellness Champion – Each school based wellness team will identify one wellness champion to lead the team and complete district reporting guidelines.

C. Guidelines

1. Nutrition Education
 - a. The school system will develop and implement a nutrition education curriculum as part of the comprehensive health education instructional program, in accordance with Code of Maryland Regulations (COMAR) 13A.04.18.
 - (1) Nutrition education will be included in physical education and health education each year for all students in grades kindergarten through 8, and is available in grades 9 through 23.
 - (a) Elementary health education is integrated throughout several appropriate curricular areas and taught by a variety of professionals for at least 60 minutes per week, kindergarten through grade 5.

Schools are encouraged to identify one staff member to provide comprehensive health education at least 60 minutes per week to each class, kindergarten through grade 5.

- (b) Middle school health education curriculum is taught for one quarter every year in grades 6 through 8.
 - (c) High school health education curriculum is taught for one quarter (9 weeks, 90 minutes/day) in grade 9.
 - (d) Nutrition education is included in the essential objectives in several high school elective courses including Family and Consumer Science and Physical Education.
- (2) Staff is encouraged to teach nutrition education through content integration in all classes such as science, mathematics, language arts, and social studies and to collaborate with Advanced Academics and Student Services in delivering nutrition education through classroom, small group, and individual activities.
- (a) Students receive nutrition messages throughout the school that are consistent and reinforce each other.
 - (b) Nutrition education is interactive and teaches the skills needed to adopt healthy eating behaviors.
- b. Nutrition education will be aligned with the National Health Education Standards and the Maryland Health Education Curriculum.
2. Physical Education
- a. The school system will develop and implement a physical education curriculum as part of the comprehensive physical education program, in accordance with COMAR 13A.04.13 that includes adequate equipment and facilities.
 - b. Developmentally appropriate physical education, taught by a qualified physical education specialist, will be provided each year for all students in grades kindergarten through 8, and in grades 9 through 12 to enable students to meet graduation requirements and as electives. Staff is also encouraged to teach physical education through appropriate content integration in all classes and appropriate programs.
- (1) Elementary school students receive a minimum of 80 minutes of physical education instruction per week.
 - (2) Middle school students receive a minimum of three quarters (27 weeks) of instruction in each grade 6 through 8.
 - (3) High school students receive one quarter (nine weeks), 90-minute periods of physical education instruction in grade 9 Lifetime Fitness course.
 - (4) Meaningful content is provided by:
 - (a) Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child.
 - (b) Fitness education and assessment to help children understand improve or maintain their physical well-being.
 - (c) Development of cognitive concepts about motor skills and fitness.
 - (d) Opportunities to improve emerging social and cooperative skills and to gain diverse perspectives.

- (e) Promotion of regular amounts of appropriate physical activity now and throughout life.
 - c. Elective courses are offered at the high school level as listed in the Course Offering Guide.
 - d. Physical education will be aligned with the Maryland State Physical Education Curriculum and with the National Physical Education Standards and Grade Level Outcomes.
 - e. Compliant with the Individuals with Disabilities Education Act (IDEA), schools are encouraged to allocate sufficient instructional time for the delivery of Adapted Physical Education as dictated by documented student needs.
3. Physical Activity

To promote learning, staff is encouraged to incorporate physical activity within the school day and to limit extended periods of inactivity. Frederick County Public Schools (FCPS) recognizes three overarching benefits to recess during school.

- Cognitive and Academic: Children who participate in either indoor or outdoor recess are more productive and attentive in class and behave better in the classroom.
- Social and Emotional: Children who are allowed to play and interact during recess develop important communication and coping skills such as cooperation, problem solving, and self-control.
- Physical: The Physical Activity Guidelines for Americans recommends that children and adolescents get 60 minutes of moderate or vigorous intensity physical activity throughout the day. Recess is one strategy to help students achieve the 60 minutes of daily physical activity.

In addition, schools will adhere to the following guidelines:

- a. Each elementary school shall provide a minimum of 20 minutes each day, preferably outdoors in accordance with FCPS Regulation 400-42, and encourage moderate to vigorous physical activity.
 - (1) Recess must be supervised.
 - (2) Appropriate equipment and space should be made available so that students can be physically active and safe.
 - (3) Students are to be encouraged to participate in activities that are both active and inclusive.
 - (4) Other options should be explored when possible to avoid regular use of recess as a time for students to make up work or as a time to administer discipline related to classroom behavior or performance.
- b. Middle school should provide students with an opportunity for supervised physical activity during their lunch period, time and weather permitting.
- c. Each high school will offer a comprehensive Interscholastic Athletic Program.

4. Food and Beverages

- a. The School Food and Nutrition Service Department will provide approved school meals in all schools that include healthy food choices for each student every day that school is in session. School meals shall meet nutrition standards established by the USDA.
- b. The Superintendent or designee shall ensure the meals offered by the school district's food service program meet all legal requirements for participation in the National School Lunch and School Breakfast Programs. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to Healthy, Hunger-Free Kids Act of 2010, Richard B. Russell National School Lunch Act, and Child Nutrition Act of 1966, as they and associated guidelines apply to school nutrition programs.
- c. Foods available to students during school hours are to be:
 - (1) Selected so as to contribute to student's nutritional well-being and the prevention of disease.
 - (2) Prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits.
 - (3) Provided to give a variety of healthful choices at all sites.
- d. Schools will offer main food course items as an alternative to or in addition to the reimbursable meal with reasonable portion sizes that are consistent with guidance provided by the Maryland Nutrition Standards for All Foods Sold in Schools (Smart Snacks).
- e. A la carte foods will meet the recommended guidance from the Maryland State Department of Education (MSDE) and The Maryland Nutrition Standards for All Foods Sold in Schools from 12:01 a.m. to 30 minutes after the end of the school day (Refer to Maryland Nutrition Standards for all Foods Sold in Schools) <http://www.marylandpublicschools.org/programs/Documents/Nutrition/MDNutritionStandardforAllFoodsSold012018.pdf>
- f. Schools will provide students with the opportunity for taste testing of healthy foods that appeal to them.
- g. Every effort will be made to provide adequate space in a pleasant surrounding to eat meals as well as appropriate time to eat, relax and socialize, space and scheduling permitting.
- h. For health and safety reasons, parents/visitors are only permitted to bring in food that is intended for consumption by their individual student.
- i. For health and safety reasons, students are only permitted to bring in food for their own personal consumption.
- j. Students will have access to potable water throughout the school and the school day via drinking fountains, water coolers and/or hydration stations.
 - (1) Unless prohibited due to safety concerns, students will be permitted to bring water bottles in the classrooms for the purpose of hydrating themselves.

- (2) Schools will add reusable water bottles as a suggested item on school supply lists for all grade levels.
- (3) New schools or schools undergoing renovations will have at least 2 hydration stations installed in the school, in addition to water fountains.
- (4) Teachers are encouraged to model appropriate hydration practices in the classrooms by choosing water over other beverage choices.

5. Food Safety and Security

For the safety and security of the food and facility, access to the food service facilities is limited to authorized personnel. To help ensure the health and safety of the students and staff in our schools the following procedures should be implemented:

- a. All foods made available on school campus or through school-sponsored activities shall comply with state and local food safety and sanitation regulations.
- b. Sanitation and safety procedures shall comply with COMAR Food Service Facilities. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines shall be implemented to prevent food-borne illness.
- c. The Frederick County Health Department regulations require that food served to the public must be prepared in a licensed facility. The license for the School Food and Nutrition Service Department is not transferable to outside caterers or groups applying for use of the facilities.
- d. Schools will provide students the opportunity to wash their hands before and after eating meals or snacks.

6. Foods Marketed, Advertised, and Sold in Schools to Students

Foods that are not part of the reimbursable school meal but are marketed, advertised, and sold to students on school premises during school hours (12:01 a.m. through 30 minutes after the end of the school day) through vending machines, schools stores, fundraisers, and other sales will meet or exceed the Maryland Nutrition Standards for all Foods Sold in Schools (Smart Snacks) which incorporates federal Smart Snack guidelines. This applies to oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage. It includes prizes or other premium items given to students to promote a product such as cups used for beverage dispensing, and various equipment, such as the exterior of a vending machine, menu boards, coolers, trash cans, other food service equipment and any item or equipment on the school campus/grounds. All foods and beverages that are not part of the National School Breakfast or Lunch Programs and that are marketed or advertised on the school campus/grounds must comply with the Maryland Nutrition Standards for all foods sold in schools.

The Superintendent or designee shall ensure that food sales by school-related groups and the use of vending machines are in compliance with state and federal law and do not impair student participation in the school district's food service program.

- a. Vending machines can remain on at all times, but must comply with Maryland Nutrition Standards for All Foods Sold in Schools (Smart Snacks).
- b. Vending machines located in the teacher's lounge are not accessible to students and are therefore exempt.

7. Food Use for Incentive and Promotional Activities

- a. Schools are encouraged to consider wellness issues and student allergies when planning incentive and promotional activities. Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) should be promoted in school activities involving staff, students and community.
- b. School-based celebrations involving foods that do not meet Maryland Nutrition Standards for All Foods Sold in Schools (Smart Snacks) are limited to three (3) per school year. Schools will notify parents in advance of such celebrations so that parents/guardians may alert their child's teacher of food allergies. Schools will designate food items needed for these celebrations.
- c. School leaders will encourage alternative ways of celebrating holidays, birthdays, and student achievements with non-food, health-minded incentives (e.g. extra recess time).

8. Student Services and Other Components of Comprehensive Health Programs

a. School Health Services

All students will have access to quality school health services. School health services will be provided by registered nurses, licensed practical nurses, and/or health room technicians. The School Health staff will actively contribute to a culture of health and wellness within the schools.

b. School Counseling, Psychological Services and CASS Services

All students will have access to school counseling and psychological services. Additional services for student support may be coordinated through Community Agency School Services (CASS). Schools will promote these types of services to help ensure a physically and emotionally safe school environment and enhance student learning through academic, career, and personal/social development.

c. Healthy School Environment

All schools will establish a safe and inviting environment that fosters learning and character development.

d. Employee Wellness

Employees will be encouraged to maintain optimal health and well-being to serve as role models for students and families and to ensure maximal effectiveness in their job setting. FCPS will implement system-wide and school level wellness program activities to engage and educate employees while encouraging the active demonstration of healthy lifestyle behaviors which focus on physical, mental, and financial well-being.

e. Families and Community Involvement

All schools will pursue and cultivate partnerships with families, community groups and individuals to promote programs and share resources in order to maximize the healthy development of students and their families.

9. Compliance

- a. The Superintendent/designee shall develop, implement and monitor a process for the development and review of the school system's curriculum and assessment programs that complies with state and local requirements and provides sufficient academic rigor for students.
- b. The Superintendent will monitor each school's implementation of the local wellness program:

- The principal or designee will designate a wellness champion and wellness team to support school level wellness program implementation.
 - The principal or designee will submit four student-centered wellness goals to the School Administration and Leadership Department, PreK-12 (SAL) by October 15 each year. Schools are encouraged to include additional goals to address staff wellness.
 - The principal or designee will report progress on wellness goals to the School Administration and Leadership Department, PreK-12 (SAL) by February 28.
 - The principal or designee will submit a final report to the School Administration and Leadership Department, PreK-12 (SAL) by June 30.
- c. The Superintendent/designee is responsible for providing annual notification of this program and procedures to staff, students, parents, and the community.
- d. The Superintendent/designee will report school progress and wellness program compliance to the Board of Education annually by August 1.
- e. The school-based instructional staff and administrators are responsible for the delivery of the written curriculum in the classroom.
- f. The Superintendent/designee will ensure that opportunities for physical activity are provided during the school day in accordance with the program and implementation procedures.
- g. The Superintendent/designee will ensure that food sold to students on school premises during school hours, through vending machines and by student sales will meet or exceed nutritional standards. FCPS will strongly consider and implement, where possible, the nutrition guidelines detailed in the Maryland Nutrition Standards for all Foods Sold in Schools. The sale of all foods that do not comply with the Maryland Nutrition Standards for all Foods Sold in Schools is prohibited from 12:01 a.m. until 30 minutes after the end of the school day.
- h. All employees of the school district will support the implementation efforts of the wellness program.
- i. Parents/guardians are encouraged to support the school district's wellness program efforts by considering nutritional quality when selecting snacks, which they may donate for occasional special events.
- j. The Superintendent/designee will ensure that any subsequent changes to this regulation are reported to MSDE.
10. Community Collaboration

The Frederick County Public School System will partner with the Frederick County School Health Council (COMAR 13A.05.05.13) and other community organizations to implement and ensure compliance with this regulation.

The Wellness representative of the Parent Teacher Association Council of Frederick County will maintain a seat on the Frederick County School Health Council. In the role of liaison, the Wellness representative will provide any updates or feedback pertaining to this regulation to the Frederick County School Health Council as part of community engagement and collaboration.

D. References

1. Legal

- Public Law 111–296, Healthy, Hunger-Free Kids Act of 2010 Richard B. Russell National School Lunch Act Child Nutrition Act of 1966
https://www.fns.usda.gov/sites/default/files/PL_111-296.pdf
- Maryland Nutrition Standards for all Foods Sold in Schools
<http://www.marylandpublicschools.org/programs/Documents/Nutrition/MDNutritionStandardforAllFoodsSold012018.pdf>
- COMAR 13A.04.13.01 Requirements for Physical Education Instructional Programs for Grades K-12
- COMAR 13A.04.18, Program in Comprehensive Health Education
- COMAR 13A.05.05.13 Education Bylaw for School Health Council
- COMAR 13A.06.03.04, Standards of Interscholastic Athletic Competition
- Maryland State Student Health Promotion Act of 2005
- COMAR 13A.05.05.05 Program of Pupil Services
- COMAR 13A.05.05.02 School Counseling Program
- COMAR 13A.05.05.04 School Psychology Program

2. Other

- USDA Hazard Analysis Critical Control Points (HACCP) Principles
- IOM (Institute of Medicine). 2013. Educating the student body: Taking physical activity and physical education to school. Washington, DC: The National Academies Press.
- Murray, Robert et al., The Crucial Role of Recess in School, 13 PEDIATRICS 183,184 (2013); Fit, Healthy, and Ready to Learn: Chapter D: Policies to Promote Physical Activity and Physical Education, 39 (last updated 2013), <http://pediatrics.aappublications.org/content/131/1/183>
- *Physical Activity Guidelines for Americans*. Physical Activity Guidelines for Americans. Washington, DC: U.S. Department of Health and Human Services, 2008.
- *Recess Rules*, ROBERT WOOD JOHNSON (Sept. 2007), available at <http://www.rwjf.org/en/library/research/2007/09/recess-rules.html>
- For additional resources and information regarding school health and wellness, the public is invited to access the Frederick County Public School Health Council website at <https://www.fcps.org/wellness-resources>

Approved:

original signed by

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