



The Society of State Directors of Health, Physical Education and Recreation

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RESOLUTION FOR COMPREHENSIVE SCHOOL HEALTH EDUCATION THAT ADDRESSES THE SAFETY AND HEALTH OF ALL CHILDREN

Whereas, effective schools partner with families and communities to address the health, safety and well-being of students;

Whereas, for all students to reach their potential, schools should provide a well-rounded, comprehensive education addressing the physical, mental, emotional, safety and social needs of the whole child;

Whereas, for students to reach their full potential, school communities must address the health and wellness of students, and promote positive health outcomes as well as academic outcomes;

Whereas, for students to reach their potential, school communities must address the critical health issues that impact students, their families, the community and the nation;

Whereas, offering Comprehensive School Health Education to students in grades Pre K –12 provides planned, ongoing, and sequential instruction that addresses critical health issues including but not limited to physical activity, nutrition, substance abuse prevention, disease prevention and control, injury prevention and safety, personal health, mental and emotional health, family life, human growth and development, and community, consumer, and environmental health.

Whereas, Comprehensive School Health Education that is research-based and theory driven, includes basic, accurate information that is developmentally appropriate; uses interactive, experiential activities that actively engage students; provides students an opportunity to model and practice relevant social skills; addresses social or media influences on behaviors; strengthens individual values and group norms that support health-enhancing behaviors; are of sufficient duration to allow students to gain the needed knowledge and skills; includes teacher training that enhances effectiveness; and has demonstrated effectiveness changing student health related behavior¹.

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Whereas, when culturally and developmentally appropriate standards-based instruction and assessment in health education is taught by certified health teachers, student achievement is positively impacted;

Whereas, culturally and developmentally appropriate standards-based instruction and assessment in health education empowers students with the knowledge and skills to develop a healthy and active lifestyle;

Whereas, national standards exist for quality Comprehensive School Health Education and Physical Education and many states have adopted state standards²;

Therefore, the Society of State Directors of Health, Physical Education and Recreation recommends that Comprehensive School Health Education should be an integral part of school reform:

- The Comprehensive School Health Education component of every School Improvement Plan should also ensure that Comprehensive School Health Education is coordinated with other components of a School Health Program including physical education, family-community partnerships, school environment, staff wellness, health services, mental health services, and nutrition services;
- Comprehensive School Health Education should be based on models that demonstrate effectiveness including skill and knowledge-building instruction, should reflect the needs of the school community, and should be delivered in a planned, ongoing, and sequential fashion by certified health teachers.

References

¹ Marx, E., Wooley, S., & Northrop, D. (Eds.). (1998). *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press.

² American Cancer Society. (1997). *National health education standards: Achieving health literacy*. Atlanta, GA: American Cancer Society.

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