

WELLNESS POLICY

Charlottesville City Schools is a committed and nurturing community, taking responsibility every day for positively impacting the physical, emotional, social and academic well-being of every child and challenging them to become extraordinary individuals who are empowered to positively impact their families, communities, nation, and the world.

Charlottesville City Schools recognizes:

- the fundamental link between a child's health and their ability to learn.
- the critical role that school plays in what our children learn about positive health behaviors and choices.
- the necessity of having a unifying vision, goals, and plans for how to best address the needs of the whole child.
- the importance of a coordinated school health approach in maximizing the impact of the division's health-related programs and services, such as the joint ASCD/CDC Whole School, Whole Community, Whole Child (WSCC) model.
- that an essential component of a healthy school environment is a staff that is educated about health and wellbeing, encouraged to implement this knowledge in their classroom, and supported in their efforts to improve their own health and wellbeing.
- that poor diet and physical inactivity are the most important factors contributing to the epidemic of overweight and obesity in our children. Food components that contribute to a poor diet include sugars, refined grains, solid fats, and sodium.¹
- that the funding mechanism for division-wide wellness initiatives must be prioritized, will be incremental and evolve over time and should focus, initially, on more creative use of existing funds from local, state and federal sources.

In an effort to provide all students and staff in Charlottesville City Schools with the opportunities, knowledge, and skills necessary to make healthy choices for a lifetime, the following goals and accompanying regulations have been established.

Goals

- Recruit and maintain an active School Health Advisory Board (SHAB) comprised of a diverse group of health professionals, parents, teachers, students, community members, and division staff that monitors all aspects of a coordinated school health approach, including the wellness policy and accompanying regulations.
- Recognizing that students learn both from educational text and observation of their environment, all nutrition-related regulations shall be consistent and integrated into the curriculum. All foods and beverages sold or served at school will, at a minimum, follow the current USDA guidelines for "Smart Snacks."
<https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>. These guidelines include limits on fat, sugar, sodium, and calories.
- Schools will provide students with access to a variety of affordable, nutritious, and appealing foods and will provide clean, safe and pleasant settings with adequate time for students to enjoy their meal.

All students in grades K-10 will participate in a planned, sequential, and comprehensive health education curriculum to foster lifelong habits of healthy eating, physical activity, understanding of disease and health-related risky behavior; and will establish linkages between health education, school meal programs, related division programs, and relevant community services.

- Schools will provide at least 40 minutes per day or an average of 200 minutes per week of physical activity—including physical education, recess, and the integration of physical activity in the academic curriculum—for students in grades K-10. High school students must take at least two units of physical education.
- All students will have health services through school health clinics. These services appraise, protect, and promote student health to ensure access and/or referral to health care.
- All students will have access to counseling and social services. These services provide broad-based individual and group assessments, interventions, and referrals that attend to the mental, emotional, and social health of students.
- Schools will provide a clean, healthy and aesthetically pleasing physical environment conducive to learning.
- Staff will be encouraged and supported in learning about health and pursuing a healthy lifestyle that will promote better health, increase productivity, improve morale, and provide appropriate role models for students.
- Charlottesville City Schools will actively encourage involvement by parents and community, recognizing the importance of children’s and adolescents’ microsystem (family) and their entire exosystem of community-based resources, and how these complement and support the division’s existing health-related programs and services.
- A plan will be developed and monitored to address communication, promotion, implementation and evaluation of these goals and the accompanying regulations.

Adopted: June 15, 2006
Reviewed: June 19, 2008
Revised: October 6, 2011
Revised: September 7, 2017

Legal Reference: Section 204 of the Reauthorization Act (Public Law 108-265)

Resources Referenced in Policy:

[http://inschoolhealth.org/files/respository/Comp Ecological Model Published article-Lohrmann.pdf](http://inschoolhealth.org/files/respository/Comp_Ecological_Model_Published_article-Lohrmann.pdf)

[http://www.schoolnutrition.org/uploadedFiles_old/schoolnutrition.org/meetings events/annual national conference 2006/McComblourneyGoodHealth.pdf](http://www.schoolnutrition.org/uploadedFiles_old/schoolnutrition.org/meetings_events/annual_national_conference_2006/McComblourneyGoodHealth.pdf)

<https://www.cdc.gov/healthyschools/wsc/>

<http://www.yaleruddcenter.org/resources/upload/docs/what/communities/schoolwellnesspolicyevaluationtool.pdf>

