

Required Components of Wellness Policy, per the Child Nutrition and WIC Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA)

<http://www.fns.usda.gov/sites/default/files/LWPproprulesummary.pdf>

- Specific goals for:
 - Nutrition promotion
 - Nutrition education
 - Physical activity
 - Other school-based activities that promote student wellness
- Nutrition guidelines for all foods and beverages available on the school campus during the school day (sold or otherwise offered/provided)
 - must follow “Smart Snack” program
- Policies for food and beverage marketing
- Plan for Wellness Committee oversight and progress reports

CPSC Wellness Policy August 2014

1. Wellness Advisory Team

Formed in October, 2012, the Wellness Advisory Team is a partnership among administrators, staff, parents, and community members who strive to support the health and wellness of Central Park School for Children's students and staff.

The Wellness Advisor Team meets regularly as a full group for planning, discussion, and collaboration with experts. Sub-groups (ex: School Lunch, Wellness Curriculum) hold meetings and work sessions as needed.

The Wellness Advisory Team is responsible for oversight of policy, plans and activities related to health and wellness initiatives in the school community. The team drafts relevant components in the CPSC Parent Handbook and submits for administrative and Board approval each year. This Wellness Policy is reviewed on a regular basis and clear, measurable goals and objectives will be established by the team annually. A website is dedicated to school Wellness efforts: www.cpscwellness.weebly.com .

2. Wellness Philosophy

Health is traditionally thought of as simply the absence of disease. Wellness, however, is a state of physical, mental and social well-being. Wellness involves making lifestyle choices that support a more balanced and fulfilling life.

Central Park School for Children is committed to holistic education and strives to empower children, their families and staff to discover their own path to wellness within

their unique family and community settings and to influence the health of their community and the world around them. The school believes that promoting wellness is also promoting high academic achievement, social growth, and emotional peace.

For the purpose of this policy, components of wellness include: nutrition, physical activity, emotional well-being, mental health, sleep, physical health, social health/ peaceful conflict resolution, environmental health, and more.

3. Whole Child Education

Wellness education will be deliberately and consistently incorporated throughout the curriculum at all grade levels through specific instruction/project work, integrating wellness into existing curricular topics, school-wide activities, and an overall culture of health and wellness at the school.

NC Essential Standards for Healthful Living (Health Education and Physical Education) and other research-supported best practices will serve as a guide.

<http://www.ncpublicschools.org/acre/standards/new-standards/>

Healthful Living components include Physical Education, Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Physical Activity, and Alcohol, Tobacco, and Other Drugs.

4. Nutritional Considerations for Food Consumed at School

Food consumed by children (as well as staff and other members of the CPSC community) during the school day is a critical component of students' overall health and wellness, and a daily factor in any individual's readiness to learn and ability to function at his or her highest capacity.

While valuing the importance of family preference and cultural norms in deciding what children eat on a daily basis, the Wellness Advisory Team recommends the following guidelines to promote wellness and optimized learning across the school community:

- Meals provided by the school will meet, at a minimum, USDA guidelines for school breakfast, snacks and lunch.
- Information and resources for families packing lunches and snacks shall be readily available to all families through the Wellness website, parent handbook, and other sources.
- Students should be discouraged from bringing foods of minimal nutritional value to school.
- Food shall not be used as a reward or prize, unless specifically indicated for a child on his or her IEP.
- Families may be notified in advance when food will be provided at school (for classroom events, celebrations, etc.), other than for classroom cooking projects.
- Cooking, tasting, and food experiments are a valuable part of project work. Food-based activities should have specific learning objectives and considerations should be given to nutritional and educational value.

- Classroom teachers are encouraged to work with students to establish guidelines and ground rules for discussions about food choices, nutrition, etc.

5. Physical Activity and Movement

Regular and intentional physical activity is a vital component of healthful living, and CPSC is devoted to incorporating physical activity into the regular school experience of every student. Physical activity will be supported, encouraged and developed across grade levels and throughout the curriculum. Opportunities to promote wellness through physical activity include:

- Recess
 - Recess sessions shall be designed to encourage children to engage in active physical play (e.g. staff-facilitated games, appropriate equipment, etc...)
 - All students will participate in at least 40 minutes of recess each day, with more for students in lower grades
 - No student shall be denied the opportunity to participate in at least 20 minutes of recess *or physical activity* on any given day (as a consequence of misbehavior or poor choices)

- Physical Education/Movement Class
 - PE will be provided to all students for at least 45 minutes once/week with the goal of engaging students in full-body movement and teaching unique skills that may benefit them in other areas of their lives. A unique movement program is used that incorporates Dance, Aikido, Yoga, Cooperative Games, and other opportunities. The 5th/6th grade program will offer a variety of electives and students will have the option of taking at a minimum one PE/Movement class each week.

- Community-Building Physical Activity

The school seeks and promotes other opportunities to build community and promote wellness through shared activities, including:

- All School Walk- walk-around-the block during the 4th quarter, every Friday morning
- Walking Field Trips
- Project Work and Field Trips that require children's full-body, active participation
- Incorporating moments of active physical play into children's daily classroom experiences
- Movement at All School Meeting
- Special Events with a focus on activity
- Partnerships with community programs that involve children in physical activity outside of school hours (sports teams, karate instruction, Girls on the Run, etc.)
- Movement programming during After School
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- **6. Sustainability and Respect for Environment**

The wellness of our environment is closely intertwined with the wellness of our population. Starting from Kindergarten, CPSC staff endeavor to promote environmental literacy through day to day routines, as well as special projects. All classrooms have compost and recycling bins. Families and staff are encouraged to minimize waste. Opportunities to use the outdoors as a classroom abound, from gardening to walking field trips. Examples of class projects have included Kindergartners studying trees and animals, 2nd graders studying air quality, and 4th graders raising enough money to purchase and install solar panels, enabling them to take their

class room “off the grid”. CPSC students learn that they are a part of a greater world and bear a responsibility to care for that world.

7. Mental, Emotional, and Social Wellness

As mentioned above, wellness is not just about the physical body. In order to thrive, students need to be mentally nurtured, emotionally and socially safe, and supported. CPSC employs a school counselor, occupational therapist, speech therapist and several exceptional education teachers who provide support to students, parents and staff, as needed. This is done so within an environment where differences are celebrated and children do not feel stigmatized for using these services.

Effective communication skills provide a strong foundation for children to manage conflict and prevent bullying. To accomplish this, the school uses the Peaceful Schools program and the Responsive Classroom approach.

Peaceful Schools seeks to develop character and social skills in youth and prevent acts of violence in educational settings. The Peaceful Schools Model works toward curbing problem behaviors and developing social competence in order to prevent youth violence and create positive, productive school communities. Check out www.peacefulschoolsnc.org for more information.

The Responsive Classroom (RC) Approach is a research and evidence based approach to education that builds a sense of belonging, significance and fun. The RC approach leads to heightened teacher effectiveness, student achievement and school climate. RC is based on the belief that children learn best when strengthening both academic and social emotional skills. Check out <https://www.responsiveclassroom.org/> for more information.

8. Staff Wellness

A culture of wellness is most effectively promoted when teachers and staff model fitness, good nutrition, and positive health behaviors.

Each year, teachers and staff will take part in at least one continuing education session in the area of health and wellness.

9. Service Health & Wellness in the Broader Community

The Wellness Advisory Team is committed to offering service learning opportunities for students in the areas of health and wellness.