

Wellness Policy

El Sol Science and Arts Academy

Lisa Vitton, 2014 BSN Candidate
Nancy Neudorf, MSN, RN, FNP, Clinical Instructor
University of California, Irvine, Program in Nursing Science

05/26/2014

Contents

Introduction.....4

Background.....5

WELLNESS POLICY

Nutrition.....9

 BEVERAGES9

 SCHOOL BREAKFASTS AND LUNCHES9

 LUNCHES FROM HOME9

 BUYING VS PACKING A LUNCH.....**Error! Bookmark not defined.**

 BIRTHDAY CELEBRATIONS, SCHOOL FUNCTIONS, AND FUNDRAISING11

 NUTRITION EDUCATION12

 FOR FUTURE DISCUSSION12

Physical Activity.....12

 PHYSICAL EDUCATION13

 FOR FUTURE DISCUSSION13

Emotional Health.....13

 EMOTIONAL HEALTH EDUCATION.....13

 MENTAL HEALTH COUNSELING13

 FOR FUTURE DISCUSSION13

Illnesses.....13

 REASONS TO KEEP YOUR CHILD AT HOME14

 CONTAGIOUS DISEASES14

 FOR FUTURE DISCUSSION14

Medication Administration.....14

 MEDICATION POLICY15

 FOR FUTURE DISCUSSION15

Staff Wellness.....15

 FOR FUTURE DISCUSSION15

Safe and Healthy School Environment.....16

 SAFETY16

GREEN BUILDINGS AND PRODUCTS16

HEALTHY PRACTICES16

CARING COMMUNITY16

FOR FUTURE DISCUSSION16

Evaluation17

FOR FUTURE DISCUSSION17

APPENDIX A: LUNCH GUIDELINES FOR SCHOOL LUNCH PROVIDER18

APPENDIX B: BREAKFAST GUIDELINES FOR SCHOOL LUNCH PROVIDER21

APPENDIX C: THE MEDITERRANEAN FOOD PYRAMID.....23

APPENDIX D: FACULTY QUESTIONNAIRE24

APPENDIX E: PARENT QUESTIONNAIRE27

APPENDIX F: STUDENT SURVEY31

References.....33

Introduction

El Sol Science and Arts Academy recognizes the associations between student health, academic success, and overall wellness. Due to the fact that students spend a significant amount of their developmental years on the school campus and engaging in school related events, health at school plays a significant role in overall student well being. The close-knit nature of the El Sol Science and Arts Academy community enables the school to build a strong foundation for teaching excellent lifelong health habits. By educating students and parents about the various aspects of physical and mental health, and by promoting a healthful environment on campus, El Sol has the potential to positively affect the lives of students and their families.

In 2004, Congress passed the Child Nutrition and Women Infants and Children (WIC) Reauthorization Act. This act requires that all local education agencies participating in the National School Lunch Program or other child nutrition programs must create a local wellness policy. The legislation also places the responsibility of developing the wellness policy on the local level administrators so that the individual needs of each school or local education agency will be addressed individually (108th Congress, 2004).

Currently El Sol Academy does not have any specific guidelines for holistic health promotion in their students. At the school's request, the Program in Nursing Science at University of California in Irvine has undertaken the development of a comprehensive wellness policy for El Sol as a student leadership project.

A unified effort on the part of school administration, faculty, and parents will help to maximize the school's potential to improve the health and well being of its students. The purpose of this wellness policy is to promote this unity by serving as a common set of guidelines that all members of the El Sol community can follow in their efforts to promote a happy and healthy school environment that is ideal for student development.

In order to ensure that all aspects of a wellness policy are covered in this document, the California Department of Education and the United States Department of Agriculture websites were visited thoroughly, and a sampling of wellness policies were reviewed. This literature review revealed that a wellness policy should serve as a comprehensive health guide to promote student wellness across all school policies and decisions. It must include goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness. Efforts should be made to include all stakeholders in the development of the plan, to propose a way to measure the effectiveness of the newly implemented measures, and to make these results available to the public.

The wellness policy for El Sol Academy will address nutrition, physical activity, emotional health, illness, medication administration, a safe and healthy school environment, and

staff wellness. It will provide a blueprint for the school to reach its full potential as an agent in promoting the health, well-being, and academic success of its students.

Background

The creation and preservation of good health requires attention to the components of both physical and emotional health. Nutrition, illness care and prevention, environmental health and safety, and exercise are the foundational aspects of physical health. An atmosphere that promotes high self-esteem, healthy choices, and self-respect is vital to the development of emotional health and resiliency. By working to improve specific aspects of both emotional and physical health, El Sol Science and Arts Academy can improve the overall well being of its students.

Unhealthy body weight represents one obstacle the El Sol community must face in its efforts to promote student health. Childhood obesity is a grave public health challenge of the 21st century. Obesity is a life long struggle: children who are overweight or obese are likely to be overweight or obese as adults. According to the World Health Organization, the death of over 2.8 billion people annually can be attributed to overweight and obesity, thus it is imperative to start a healthy lifestyle at a young age (WHO, 2013). It has also been found that obese children who have poor dietary intake and little physical activity are more likely to have asthma, sleep apnea, type 2 diabetes, renal injury, emotional problems, and other comorbidities (Shi, X., Tubb, L., Fingers, S., Chen, S., & Caffrey, J., 2013). Obese students suffer from lower self esteem, and are more likely to be the targets of bullying. According to JoAnn Stevelos, (2014), 24 percent of boys and 30 percent of girls experienced bullying, teasing, or rejection on a daily basis because of their size (2014).

Physical activity leads to a decline in obesity (California Department of Education, 2009, p.1) as well as symptoms of anxiety and depression (California Endowment, WestEd, University of California, San Francisco, & California Education Supports Project, 2010). The California Department of Education states in their California After School Physical Activity Guidelines that schools that offer physical activity have higher reading, writing, and mathematics test scores (2009, p. 2).

Poor oral health, chronic illness, high levels of stress, and depression have been linked to poor performance in school. Conversely, school based health programs and feelings of school connectedness have been shown to improve children's health and school attendance, and to reduce substance use and early sexual initiation. (California Endowment, et al., 2010)

Due to the fact that children spend most of their day at school, the school's physical environment can have a significant impact on student health. Indoor and outdoor air quality, temperature, lighting, pest control and cleaning procedures, as well as the safety, adequacy, and cleanliness of facilities and buildings have all been shown to play critical roles in reducing

illness and stress, thereby improving the ability to learn and concentrate (U.S. Environmental Protection Agency, 2012)

Currently El Sol Science and Arts Academy has many health-promoting assets on its campus: a thriving partnership with the UC Irvine nursing program, whose students provide health screenings, annual immunization drives and health fairs, and health education to the El Sol students and families; an onsite wellness center serving the needs of the families and surrounding community; a terrific vendor providing high quality school breakfasts and lunches; on site dental education, screenings, and treatment by the Healthy Smiles mobile van and professional staff; a licensed mental health counselor on site Mondays, Wednesdays, and half day Fridays; and a faculty who are all certified in leading physical education. In addition, the school recently constructed a Leader in Energy and Environment Design (LEED) silver level classroom building as well as a state of the art playground to encourage safe and active play. The desire to create a kind and supportive learning community is made explicit in El Sol's mission statement. (www.elsolacademy.net/about_us).

While these measures are excellent, a more detailed and comprehensive approach is necessary to achieve optimal health goals. There are several areas where current school policy and practice could be improved. For example, cupcakes, pizza, cookies, and soda are the most common food items brought into the classrooms for school functions or birthday celebrations. Large portions and frequent consumption of these fat and calorie laden foods is inconsistent with a healthy diet. Also, at the school's most recent lunch audit it was found that some students have been eating both a packed lunch from home and the meal provided to them at school, putting them at risk for inappropriately high caloric intake. A BMI screening conducted in 2013 at the school found that the rate of overweight students doubled and the number of obese students quadrupled between fifth grade and seventh grade (Neudorf, 2013). In addition, bullying and negative self talk were two of the major emotional health issues identified by the faculty.

In order to facilitate the adoption and acceptance of the wellness policy, it is crucial that the entire El Sol community is able to participate in its development. The wellness policy will thereby become a living document for the El Sol community, designed and regularly updated to encourage healthier habits in all its members. To this end, multiple stakeholders were involved in the process.

At an initial meeting, the school's Executive Director and Director of Community Life were consulted regarding the current policies on nutrition, emotional health, physical activity, medication administration, illness, and staff wellness. It was determined that while there are some policies that exist, adherence is inconsistent. In several instances, guidelines have not yet been established.

This was followed by a lengthy and informative meeting with the school's meal provider, Sapphire at School (SAS), whose mission is "to nourish and educate young people for a lifetime

of well-being” (www.sapphireatschool.com). SAS meets and exceeds the federal school lunch guidelines (Appendices A and B). By basing their breakfast and lunch options around food items that are locally sourced and in season, they can provide the students with fresh ingredients at an affordable price. Chef Azmin Ghahreman develops his menus around the Mediterranean Food Pyramid (Appendix C), which recommends eating plenty of fruits, vegetables, and whole grains. He prepares food with oils derived from plants and fish to promote the production of good cholesterol, shown to reduce the risk of heart disease and cancer.

Questionnaires were then sent out to the faculty (Appendix D) and parents (Appendix E) asking them for their perspectives on the current health guidelines at El Sol and how they thought they could be improved. Twenty-seven faculty members responded to the survey and almost unanimously agreed that they should serve as role models and promote healthier habits in their students. One faculty member stated that “the most exposure and acceptance to that (healthy) lifestyle, the easier it is to adapt.” When the faculty was asked whether they believed that the environment at El Sol is conducive to offering students emotional support, most of the faculty answered “yes” but many of the teachers also believed that the students may not feel that way. The staff offered several suggestions on how to make the students feel more comfortable expressing their needs. These included: having more assemblies that focused on family problems, low self-esteem, negative self-talk, and bullying; employing a middle school counselor; and making more support groups available on campus.

Fifty-four parents responded to the surveys that were sent home with their children. The parents would also like to have a healthier school environment. The majority thinks that some treats should be allowed for student’s birthday celebrations but that cutting down the celebrations to once a month might be a better way to minimize unhealthy food consumption. One parent stated that, “as long as the students have a balanced diet and get enough exercise, it is okay to treat them to a treat every once in a while.” Another parent said that she believes that treats are okay on birthdays but that teaching them portion control and only giving them a few treats would be a good idea.

Eighty-one second, fifth, and eighth grade students were interviewed at random to determine their food preferences, their attitudes about physical activity opportunities at school, and whether they felt there was an adult on campus to whom they could go with emotional health concerns (Appendix F). In the surveys, a majority of the students indicated that their favorite drink to consume at school is water. The students also stated that their least favorite lunch item was vegetables and pasta was one of their favorites. When the students were asked whether they thought they received enough exercise at school, an overwhelming majority believed that they did. When asked if they felt they had an adult to talk to at school when they were feeling upset, most of the students also said yes and stated that they would talk to their teacher. Only 2 children stated that they would talk to the counselor, which may have been due to the finding that many were unaware of the presence of a counselor on the school campus.

Informal interviews were also conducted with two other staff members who have responsibilities related to the health of students. In response to questions about children coming to school when their condition is bad enough to have stayed at home, they responded that this seems to happen approximately 20% of time. It was felt that parents are very well-informed about the medication administration policy on campus and are aware that they must bring a doctor's note if their child is to receive any medications on campus. There are currently children attending El Sol who require medication or accommodations for epilepsy, asthma, and environmental and food allergies. Peanut allergies are not common, but provisions are made for those children to eat at a peanut free table if necessary. These staff members stated that they feel adequately prepared to handle the medications and situations presently encountered at the school.

After compiling all the data received from the various stakeholders, the wellness policy was developed and follows below.

Wellness Policy

Nutritional Guidelines for Foods at School

El Sol Science and Arts Academy acknowledges the need to provide healthy food to grow strong bodies and minds and to promote academic success.

BEVERAGES

- Water (plain or carbonated)
 - Due to the fact that our bodies are 80% water it is very important to stay hydrated throughout the day so water is El Sol's preferred drink.
- Milk- white or chocolate (skim, 1%, 2%)
- 100% Juice products (plain or carbonated)
 - Even juice products that are 100% juice are high in sugar so it is recommended to limit juice 2-3 times a week.
- NO caffeine, soda, or added sweeteners

SCHOOL BREAKFASTS AND LUNCHESES

- El Sol Science and Arts Academy is required to follow the federal student breakfast and lunch guidelines listed in Appendix A & Appendix B.
- Sapphire at School (SAS), the school meal provider, strictly adheres to these regulations.
 - Serves cultural favorites
 - Introduces students to a wide variety of foods
 - Manages to offer high quality food at affordable prices

LUNCHESES FROM HOME

- A lunchbox should include: a main course; fruits and vegetables; water; and a snack.
- About 50% of the child's lunch should consist of the fruits and vegetables.
 - all fruits and vegetables (one serving each) are okay
- The main course should include one source of lean protein and one source of whole grains.
 - protein: all foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds
 - whole grains: any food made from wheat, rice, oats, cornmeal, barley or another cereal grain
- Examples of main courses:
 - whole grain pasta and turkey meatballs
 - peanut butter and jelly, chicken salad, or tuna salad sandwich on whole wheat bread
 - lean meat (ham, turkey, chicken) sandwich or wrap with or without low fat cheese

- homemade soup
- baked chicken nuggets
- turkey or chicken hot dogs, turkey burgers, or chicken sloppy joes on wheat bun
- turkey meat or chicken tacos
- chicken fajitas
- bean, veggie, and/or low fat cheese quesadillas
- sushi
- mini pizza
- chicken teriyaki and brown rice
- cereal with whole grains
- breakfast burrito
- Examples of snacks (one serving)
 - popcorn
 - rice cake
 - low-fat cheese
 - yogurt
 - trail mix
 - jerky
 - granola
 - graham or animal crackers
 - fig bar
 - baked pita or tortilla chips
 - pico de gallo
 - pretzels
 - whole grain crackers
 - hummus
 - applesauce, fruit cup, fruit leather, or fresh fruit
 - sweet potato or other fresh vegetable
 - hardboiled egg
 - sunflower seeds
 - edamame
 - cottage cheese
- Beverages must follow standards listed above
- The students lunch should NOT include any of the following:
 - chips (unless they are baked)
 - candy
 - soda
 - fruit “juice” drinks with high sugar content
 - fruit roll ups/fruit snacks (unless made with greater than 90% fruit juice and real fruit)

- fried foods

BUYING VS PACKING A LUNCH

- Sapphire at School (SAS) provides El Sol with a monthly menu that is sent out to the parents.
- Parents will decide whether their student will consume the SAS meal for the day OR send them to school with a packed lunch.
- Students will be able to eat only ONE lunch, either the SAS meal or their lunch from home.
 - This will discourage overeating.

BIRTHDAY CELEBRATIONS, SCHOOL FUNCTIONS, AND FUNDRAISING

- Any event on the campus of El Sol Science and Arts Academy (including fundraising, birthday celebrations, and festivals) will follow the same nutritional standards listed above or the two-bite rule described below.
- Monthly birthday celebrations will take place in each classroom.
 - On the day designated by each classroom, parents are welcome to bring treats to class as organized by the teacher. Teachers may need to have parents sign up in advance to limit the number of sweet items chosen.
- Parents may bring in sweet items if they are of a small serving size and follow the “two bite” rule.
 - The “two bite rule” means that the portions of sweets are small enough that they may be consumed in approximately 2 bites of them.
 - This allows the students to have sweet treats without consuming excessive sugars and fats. This practice also fosters healthy eating practices and instructs children in appropriate portion size.
- Examples of acceptable special occasion treats
 - books
 - stickers
 - art supplies
 - mini cupcakes
 - brownie bites
 - fruit dipped in a small amount of dark chocolate
 - small cookies
 - fruit smoothies, fruit kabobs, or a fruit salad (may be drizzled with honey or dark chocolate)
 - vegetable platters with hummus
 - mini bagels with light cream cheese (diced fruit or vegetables may be added to the light cream cheese to enhance flavor)
 - popcorn
- This list does not include all treats that may be sold or brought into the classroom.

- If parents have any questions on what is acceptable, please contact Sara Flores or the student's teacher.
- The faculty should encourage the use of healthy food items for fundraising purposes and inform the students and their parents when food that has been brought to school does not meet the current nutritional guidelines.
- The faculty should also avoid the use of non-nutritious food as a reward in the classroom for the student's accomplishments.

NUTRITION EDUCATION

- Nutrition is currently taught within the science and art curricula.
- El Sol Science and Arts Academy has an affiliation with the University of California, Irvine's nursing program.
 - The nursing students teach nutrition, exercise, emotional health, the body systems, and how to stay healthy to the El Sol students.
 - The El Sol students then present what they have learned about healthy lifestyles to their peers, families, and community during the wellness festival in May.

FOR FUTURE DISCUSSION

- With the help of the parents, faculty, administration, and staff, students will learn to expand their palate by trying different menu items than they would normally eat at home, including more fruits and vegetables.
 - Possible ways to encourage students to try new menu items could be to have the student's carry a stamp card. The staff that monitors lunch could stamp the card if the student tries a new menu item, eats all of their fruits and vegetables, or brings a healthy lunch from home. Once the stamp card is filled the students could be rewarded with a free dress day or more recess time.
 - Teachers could also display more posters in the classroom regarding nutrition education and develop at least one project a year that aims to increase nutritional knowledge in their students. This could include activities such as the food rainbow where the teacher hangs a rainbow in her classroom and when her students have tried a type of healthy food in a color found on the rainbow, they list it in that section. For example, if a child eats a strawberry, they put the word strawberry on the red stripe in the rainbow. This may encourage healthy eating and make it fun for the students.

Physical Activity

El Sol Science and Arts Academy follows the state physical education guidelines to help promote strong and flexible bodies and minds, and to prevent childhood obesity. These standards can be found at: <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

PHYSICAL EDUCATION

- All teachers at El Sol Science and Arts Academy are credentialed to teach physical education and follow the state guidelines.
- The El Sol schedule ensures that each student gets the required amount of recess, active play, and physical education time per week.

FOR FUTURE DISCUSSION

- El Sol Science and Arts Academy will construct additional play areas on both sides of their campus.
- More after school programs such as soccer, basketball, and football will be offered throughout the year at little to no cost.
- El Sol will consider hiring a certified physical education teacher to develop a comprehensive curriculum for the entire student body. This teacher could then rotate instruction between the classrooms each week to support the teachers in leading the physical education exercises.

Emotional Health

El Sol Science and Art Academy supports the emotional well being of each of its students, recognizing that stress and insecurity present significant barriers to health, academic achievement, and the attainment of one's potential.

EMOTIONAL HEALTH EDUCATION

- Beginning in Spring 2014, UCI Program in Nursing Science will present 4-6 hours of an evidence based emotional health curriculum to all grades annually.

MENTAL HEALTH COUNSELING

- El Sol has contracted for a half-time on site licensed mental health clinician to provide individual and group counseling.
 - A teacher, parent, or administrator may refer a child to the mental health clinician for evaluation and treatment.

FOR FUTURE DISCUSSION

- Increase the hours of availability of the mental health counselor.
- Expand the emotional health curriculum.

Illnesses

El Sol Science and Arts Academy recognizes that a child who is sick is not ready to learn.

- If a child is too ill to remain at school, his/her parent or guardian will be notified and sent home with them.

- El Sol does not believe in sending children home alone so the child will remain in the front office until his/her parent or guardian is able to pick them up from school.

REASONS TO KEEP YOUR CHILD AT HOME

(compiled and adapted from the Center for Disease Control and the California Department of Health)

- If your child has a fever over 101° F they should remain at home until their fever has subsided naturally (without medication) for 24 hours.
- If your child is vomiting or has diarrhea they should remain home until they are symptom free for 24 hours
- If your child has pink eye they should be kept home until they have been seen by a medical provider and return to school when their physician states it is appropriate.
- If your child has strep throat they should see their medical provider and return to school 24 hours after taking their first dose of antibiotics or when advised by the doctor.
- If your child has head lice they should remain at home for a maximum of 2 school days provided that they have been given treatment.
- If the parent believes that their child is too sick to perform normal activities at school, keep them home

CONTAGIOUS DISEASES

(per El Sol Parent Handbook)

- The following communicable diseases **must be reported to school office**
 - chicken pox
 - pink eye
 - strep throat
 - measles
 - lice
- Please contact the school within 24 hours of diagnosis so that appropriate measures may be considered
- Students must be cleared through the office before returning to class.

FOR FUTURE DISCUSSION

- El Sol Science and Arts academy will continue to improve adherence to the current guidelines.
- Consider a program for asthma management or other commonly encountered health problems on campus

Medication Administration

It is important for the faculty and staff to help students take all medications as prescribed by the

physician's instructions in order to maximize the potential benefits of required medications while lowering the risk of adverse affects.

MEDICATION POLICY

(per El Sol Parent Handbook)

- Medication forms, obtained from the office, are available for students who are required to receive medication, including over-the-counter medicines.
- A written request from the parent/guardian as well as from the doctor must be on file with the office.
- Parents are to provide the necessary medication in the detailed pharmacy container with the student's full name clearly labeled.
- Any over-the-counter medication must be in the original packaging and clearly labeled with the student's full name.
- ***All medications must be kept in the office. Students are not to be in possession of any medication while on campus.***
- The school should also be notified if a student is on any regular medication regardless of whether it is administered at school.
- Cough drops, medicated or non-medicated, are not allowed on school campus.
- Parents may come to the school office to administer medication.

FOR FUTURE DISCUSSION

- El Sol Science and Arts academy will continue to improve adherence to the current guidelines.
- Consider in-service education to enhance staff's understanding of commonly encountered medications.

Staff Wellness

El Sol Science and Arts Academy encourage its staff to lead healthy lifestyles both on and off campus. Healthier lifestyles contribute to improved morale, an excellent role model for the students, and a greater commitment to the comprehensive health plan that is being created.

FOR FUTURE DISCUSSION

- The creation of a staff wellness room will be considered to provide the faculty with a place to relax and rejuvenate during or after the school day.
 - This room could include, but not be limited to, yoga mats, exercise videos, books, magazines, a television, and comfortable seating.
 - Monthly talks or classes on various health and fitness topics could be offered to the staff to increase their knowledge and well being.

Safe and Healthy School Environment

El Sol Science and Arts Academy is aware that the natural, built, and social environments are an important influence on the health and well being of its students and staff.

SAFETY

- Zero tolerance policy for alcohol, drugs or paraphernalia, vaporizers, weapons, or intimidating or threatening behavior on campus. See El Sol family handbook for discipline policy.
- All visitors to the school must register at the front desk and display a visitor badge.
- Playground and internet safety rules- see parent handbook
- All students must be accompanied by an El Sol staff member when crossing the street between the upper and lower campuses.

GREEN BUILDINGS AND PRODUCTS

- A new LEED rated classroom building was recently constructed on then lower campus.
 - Better ventilation and temperature control
 - Noise reduction and improved acoustics
 - Non toxic flooring, cabinetry, and paints
 - Natural lighting to promote views of nature and reduced stress
- More green campus buildings are planned.

HEALTHY PRACTICES

- Paper and plastic are recycled in classrooms.
- An air quality assessment is currently being conducted on campus.

CARING COMMUNITY

- To promote parent involvement, parents are required to volunteer 20 hours on campus per year.

FOR FUTURE DISCUSSION

- Perform an environmental audit using the Health School Environments Assessment Tool (HealthySEAT at <http://www.epa.gov/schools/healthyseat/index.html>)
- Future remodeling and construction projects on the school campus will follow green building principles to the extent possible.
- Non toxic methods and products will be employed whenever possible for cleaning, pest control, printing, and art projects.
- Recycling will be encouraged. Recycling receptacles will be available next to all waste containers.
- Encourage the use of reusable water bottles. Increase number of water fountains on campus to minimize the use of plastic water bottles.

- More landscaping on school site to mitigate noise, air pollution from adjacent traffic, and to increase healing effects of natural surroundings.

Evaluation

To ensure this becomes a living document, can adapt to changes, and achieves the desired maximum results the effectiveness of the wellness policy must be evaluated on a regular basis.

- The first El Sol Wellness Policy will go into effect at the third annual El Sol/UCI Wellness Festival on 5/17/14.

FOR FUTURE DISCUSSION

- Consider the creation of a Wellness Board to include parents, students, faculty, staff, and possibly community members to lead an annual evaluation and guide the evolution of the wellness policy.
- Annual satisfaction surveys to be completed by the students on food, physical activity, school environment, and emotional issues.
- Annual faculty surveys to assess the effectiveness of the wellness policy and to identify areas for improvement and innovation.
- Wellness policy should be amended annually or as problems arise.

“This project is/was supported by funds from the Division of Nursing (DN), Bureau of Health Professions (BHP), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under Grant Number D11HP22200, Innovations in Nursing Care & Education: UCI Family Health Centers NPA, Award Amount: \$1,493,102.00. The information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any official endorsement be inferred by, the DN, BHP, HRSA, DHHS, or the US Government.”

Non Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal

de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ascr.usda.gov/complaint_filing_cust.html y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; o

(3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.

APPENDIX A: LUNCH GUIDELINES FOR SCHOOL LUNCH PROVIDERCalifornia Department of Education (<http://www.cde.ca.gov/ls/nu/he/newfbmplunch.asp>)

Amount of Food per Week (Minimum per Day)

Meal Pattern	Grades K–5	Grades K–8	Grades 6–8	Grades 9–12
Fruits (cups) ^b	2½ (½)	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^b	3¾ (¾)	3¾ (¾)	3¾ (¾)	5 (1)
Dark Green ^c	½	½	½	½
Red/Orange ^c	¾	¾	¾	1¼
Beans and Peas (legumes) ^c	½	½	½	½
Starchy ^c	½	½	½	½
Other ^{c,d}	½	½	½	¾
Additional Veg to Reach Total ^e	1 ^e	1 ^e	1 ^e	1½ ^e
Grains (oz eq) ^f	8–9 (1)*	8–9 (1)*	8–10 (1)*	10–12 (2)*
Meats/Meat Alternates (oz eq)	8–10 (1)*	9–10 (1)*	9–10 (1)*	10–12 (2)*
Fluid Milk (Cups) ^g	5 (1)	5 (1)	5 (1)	5 (1)

Other Specifications: Daily Amount Based on the Average for a 5-Day Week

Meal Pattern	Grades K–5	Grades K–8	Grades 6–8	Grades 9–12
Min-max calories (kcal) ^h	550–650	600–650	600–700	750–850
Saturated fat (% of calories) ^h	< 10	< 10	< 10	< 10
Sodium (mg) ^{h,i}	≤ 640	≤ 640	≤ 710	≤ 740

Trans Fat^h: Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.

*For the 2012–13 School Year (SY), U.S. Department of Agriculture has lifted the **weekly maximums** for grain and meat/meat alternates. The **daily and weekly minimums** for grains and meat/meat alternates still apply.

2012 Lunch Meal Pattern

- Food items included in each group and subgroup and amount equivalents. Minimum creditable serving is ⅓ cup.
- One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.
- Larger amounts of these vegetables may be served.
- This category consists of “Other vegetables” as defined in §210.10(c)(2)(iii)(E). For the purposes of the National School Lunch Program, the “Other vegetables” requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).
- Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

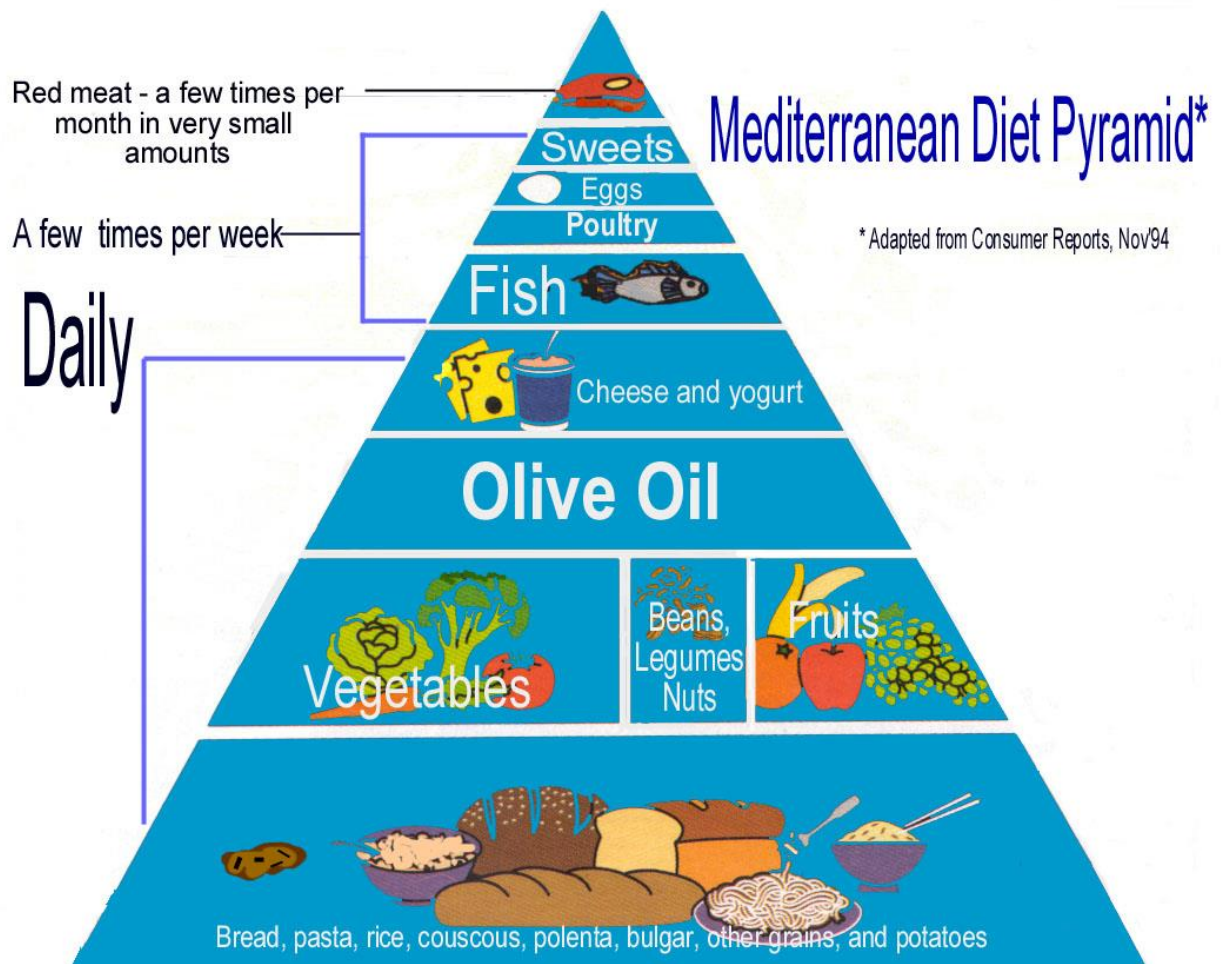
- f. Beginning July 1, 2012 (2012–13 SY), at least half of grains offered must be whole grain-rich. Beginning July 1, 2014 (2014-15 SY), all grains must be whole grain-rich.
- g. Beginning July 1, 2012 (2012–13 SY), all fluid milk must be low-fat (1 percent or less, unflavored) or fat-free (unflavored or flavored).
- h. Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent are not allowed.
- i. Final sodium targets must be met no later than July 1, 2022 (2022–23 SY). The first intermediate target must be met no later than SY 2014–15 and the second intermediate target must be met no later than 2017–18 SY. See required intermediate specifications in § 210.10(f)(3)

APPENDIX B: BREAKFAST GUIDELINES FOR SCHOOL LUNCH PROVIDER

Traditional and Enhanced Food-Based Menu Planning Options for School Breakfast Program.

Components	Food Items/Servings	Ages 1-2 Yrs	Preschool	Grades K-12	Grades 7-12*
Grains/Breads**	<ul style="list-style-type: none"> • Serve one of the following items or combine them to meet the requirements: whole-grain or enriched bread, biscuit, roll, muffin, or cereal. • Examples of serving sizes can be found in the United States Department of Agriculture (USDA) Food Buying Guide (Outside Source). 	½ serving	½ serving	1 serving	1 serving
Meat/ Meat Alternates**	<ul style="list-style-type: none"> • Serve one of the following items or combine them to meet the requirements: meat, poultry, fish, cheese, egg, or yogurt. • Examples of serving sizes can be found in the USDA Food Buying Guide (Outside Source). 	½ ounce	½ ounce	1 ounce	1 ounce
Fruits/Vegetables	<ul style="list-style-type: none"> • Include a minimum of one serving. • A serving can be fruit or vegetable or both, or full-strength fruit or vegetable juice. 	¼ cup	½ cup	½ cup	½ cup
Milk (Fluid)	<ul style="list-style-type: none"> • Served as a beverage or on cereal, or both. 	4 fl oz	6 fl oz	8 fl oz	8 fl oz

APPENDIX C: THE MEDITERRANEAN FOOD PYRAMID



APPENDIX D: FACULTY QUESTIONNAIRE

This survey is designed to help develop a Wellness Policy for El Sol Science and Arts Academy. The Wellness Policy will be a document that outlines a comprehensive health program designed to maintain a high level of well being for the students at El Sol. It will cover proper diet, exercise, emotional stability, and illness prevention. Please answer the following questions to the best of your ability to ensure that we can develop the most effective Wellness Policy possible. Your answers will remain anonymous.

Nutrition

1. What food and drink items are usually brought to class functions?

2. What are the biggest complaints the students seem to have about the food?

3. What are the biggest complaints the students seem to have about the beverages served on campus?

4. What foods have you noticed go uneaten the most at breakfast and lunch?

5. What foods are the most popular at breakfast and lunch?

6. Do you think healthy nutritional guidelines are important to follow during school fundraising activities or school functions? Explain.

- 7. What kinds of foods or treats do you think a parent could bring in for their child's birthday celebration?

- 8. What kinds of foods or treats do you allow a parent to bring in for their child's birthday celebration?

Emotional Support

- 1. Have you noticed any emotional issues that the students face? If so please describe.

- 2. If a student was having a bad day and wanted to talk to a staff member about their problem, do you think they would feel that they have someone to talk to?

- 3. Do you find the environment at El Sol conducive to offering students emotional support?
 - a. Yes
 - b. No

- 4. Do you think there are any steps that could be taken to improve the emotional support system at El Sol? If yes, please explain.

Physical Activity

- 1. Do you think the students get enough exercise during school hours?
 - a. Yes
 - b. No

2. How many hours of exercise a week would you estimate the students receive during school hours?
 - a. 0-2 hours
 - b. 2-4 hours
 - c. 4-6 hours
 - d. 6 hours or more

Illness Policies

1. Have you noticed many children coming to school sick when their condition is bad enough to stay home?
 - a. Yes
 - b. No

APPENDIX E: PARENT QUESTIONNAIRE

This survey is designed to help develop a **Wellness Policy** for El Sol Science and Arts Academy. The Wellness Policy will be a document that outlines a comprehensive health program designed to maintain a high level of well being for the students at El Sol. It will cover proper diet, exercise, emotional stability, and illness prevention. Please answer the following questions to the best of your ability to ensure that we can develop the most effective Wellness Policy possible. Your answers will remain anonymous.

*Este cuestionario está diseñado para ayudar a desarrollar una **Normativa de Bienestar** para El Sol Science and Arts Academy. La Normativa de Bienestar será un documento que resuma un detallado programa de salud diseñado para mantener un nivel elevado de bienestar en los estudiantes de El Sol. Cubrirá dieta apropiada, ejercicio, estabilidad emocional, y prevención de enfermedades. Por favor, conteste a las siguientes preguntas lo mejor que pueda para asegurar que podamos desarrollar la Normativa de Bienestar más efectiva posible. Sus respuestas permanecerán anónimas.*

 Parents

1. Do you know what your child eats for breakfast or lunch at school? List a few examples.
¿Sabe lo que su hijo come o desayuna en la escuela? Liste unos pocos ejemplos.

2. Are you more likely to pack your child's lunch or have them get lunch at school? *¿Es más probable que Ud. prepare la comida de su hijo, o que haga que se la den en la escuela?*

- a. Pack their lunch/ *Que prepare la comida de su hijo*
- b. Get lunch at school/ *Que haga que se la den en la escuela*

3. Does your child eat breakfast at home or at school? *¿Su hijo desayuna en casa o en la escuela?*

- a. At home/ *En casa*
- b. At school/ *En escuela*

4. Do you know if there are any current policies on what foods and drinks your children are allowed to bring to school? List a few policies that you know. / *¿Sabe si hay alguna norma*

*actual sobre las comidas o bebidas que sus hijos están autorizados a llevar a la escuela?
Describe algunas de las normas que conozca.*

5. What foods would you like to see in your child’s lunch or breakfast? / *¿Qué alimentos le gustaría ver en el desayuno o la comida de su hijo?*

6. If the school developed stricter nutritional guidelines do you think it would be possible for you to follow them in your child’s lunch? (Ex. Only juices with 100% juice, more fruits and vegetables, more whole grains, only baked chips)/ *Si la escuela desarrollara manuales de nutrición más estrictos, ¿piensa que sería posible para Ud. seguirlos? (Ej. solo jugos con 100% jugo, más frutas y verduras, más granos integrales, papas solo asadas)*

a. Yes/ *Sí*

b. No/ *No*

7. Do you think healthy nutritional guidelines are important to follow during school fundraising activities or school? Explain./ *¿Piensa que es importante seguir los manuales de nutrición durante las actividades de recogida de dinero de la escuela o las funciones escolares? Explique.*

8. Do you think healthy nutritional guidelines are important to follow during a student’s birthday celebration in class or do you believe cupcakes/cake are okay to bring in? / *¿Piensa que es importante seguir los manuales de nutrición durante la celebración en clase de un cumpleaños de un estudiante, o cree que está bien llevar madalenas/torta?*

9. How would you feel about a monthly birthday celebration in class for every student that had a birthday within that month? / *¿Cómo se sentiría acerca de una celebración mensual en clase para todos los estudiantes que cumplieron años ese mes?*

10. What healthy snacks do you think the 5th grade students could sell before class on Fridays to replace the Krispy Kreme donuts that they used to sell to help raise money for science camp? / *¿Qué tentempiés sanos piensa que podrían vender los estudiantes de quinto grado antes de clase los viernes para reemplazar a los donuts de Krispy Kreme que solían vender para recolectar dinero para el campamento de ciencias?*

11. Does your child have any food allergies? / *¿Su hijo tiene alguna alergia alimentaria?*

a. Yes/ *Sí*

b. No/ *No*

12. How would you feel about El Sol Academy becoming a “peanut free” zone? (nothing containing peanuts allowed on campus)/ *¿Cómo te sientes acerca de El Sol de la Academia de convertirse en un "libre de maní" zona? (nada que contenga maní permitidos en el campus)*

13. Would you be likely to enroll your child in after school sports programs if these became available? / *¿Inscribiría a su hijo en uno de los programas de ejercicio después de la escuela si estos estuvieran disponibles?*

a. Yes/ *Sí*

b. No/ *No*

14. What makes you more likely to read something that your child brings home? Mark all that apply. / *¿Qué le hace más propenso a leer algo que su hijo trae a casa? Marque todas las que corresponda.*

a. The document has a lot of color/ *Que el documento tenga mucho color*

b. The document requires a signature / *Que el documento requiera una firma*

c. The document is in English / *Que esté en inglés*

d. The document is in Spanish/ *Que esté en español*

APPENDIX F: STUDENT SURVEY

Ask the students the questions in the first column. If they say a response that is already typed next to the question add a tally mark underneath that response. If they say a different response please write in their response and add a tally mark. For the “yes” or “no” questions please use the empty boxes to write down any interesting comments that the kids may have said. If you run out of boxes please use the back of the paper.

Favorite food served at breakfast ?	Cereal:	French Toast:	Breakfast burrito:				
Least favorite food served at breakfast ?							
Favorite food served at lunch?							
Least favorite food served at lunch?							
What is your favorite thing to drink at school?							
What other drinks would you like to see?							
Do you think you eat healthily at school?	YES:	NO:	Sometimes:	Both:			
Do you think you exercise enough at school?	YES:	NO:	Don't know:				
If you were really	YES:	NO:					

<p>upset or sad do you have an adult you feel like you could talk to at school?</p>							
<p>Who do you think you would talk to?</p>	Teacher:	Counselor:	Parents:	Siblings:	Friends:	Coach:	
<p>Do you have internet access at home?</p>	YES:	NO:	Maybe:				
<p>Do you want to work in health care when you get older? (doctor, surgeon, nurse, etc?)</p>	YES:	NO:	Write down the students names who answered yes in the next columns so they can be health ambassadors				

References

- 108th Congress (2004, June 30). *Child Nutrition and WIC Reauthorization Act of 2004 (2004; 108th Congress S. 2507)* - *GovTrack.us*. Retrieved February 22, 2014, from <https://www.govtrack.us/congress/bills/108/s2507>
- California Department of Education (2009). *California After School Physical Activity Guidelines*. Retrieved February 28, 2014, from <http://www.cde.ca.gov/Ls/ba/as/documents/paguidelines.pdf#search=physical%20activity%20and%20test%20score&view=FitH&pagemode=none>
- California Endowment., WestEd (Organization)., University of California, San Francisco., & California Education Supports Project. (2010). *The critical connection between student health and academic achievement: How schools and policymakers can achieve a positive impact*. Los Angeles, CA: California Endowment.
- Centers for Disease Control and Prevention (2013, July 8). *CDC - NPAO - Local School Wellness Policy - Adolescent and School Health*. Retrieved February 26, 2014, from <http://www.cdc.gov/healthyyouth/npao/wellness.htm>
- Neudorf, N. (2013). *BMI Assessment*. El Sol Science and Arts Academy.
- Shi, X., Tubb, L., Fingers, S., Chen, S., & Caffery, J. (2013). Associations of Physical Activity and Dietary Behaviors With Children's Health and Academic Problems. *Journal of School Health, 83*(1), 1-7.
- Stevelos, J. (2014). *Obesity Action Coalition: Bullying, Bullycide and Childhood Obesity*. Retrieved March 18, 2014, from <http://www.obesityaction.org/educational-resources/resource-articles-2/childhood-obesity-resource-articles/bullying-bullycide-and-childhood-obesity>

United States Environmental Protection Agency. (2012). *Sensible steps to healthier school environments: Cost-effective, affordable measures to protect the health of students and staff.*

Washington, D.C: U.S. Environmental Protection Agency.

World Health Organization (2013). *Childhood overweight and obesity.* Retrieved February 22, 2014, from <http://www.who.int/dietphysicalactivity/childhood/en>