

Wellness Policy

El Sol Science and Arts Academy

Developed in partnership with

University of California, Irvine - Sue and Bill Gross School of Nursing

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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).

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, the Center for Disease Control 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 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.

The wellness policy for El Sol Academy will address nutrition, physical activity, emotional health, 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. 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.

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)
- Milk- white or chocolate (skim, 1%, 2%)
- 100% Juice products (plain or carbonated) - limit juice to 2 or 3 times/week
- No caffeine, soda, or added sweeteners

SCHOOL BREAKFASTS AND LUNCHES

- El Sol Science and Arts Academy is required to follow the federal student breakfast and lunch guidelines listed in Appendix A & Appendix B.
- Program operators of the National School Lunch Program (NSLP) are required to use meal patterns and dietary specifications established by U.S. Department of Agriculture to develop menus and serve meals to students (see appendix C)
- 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

LUNCHES 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 fruits and vegetables.
- 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:
 - lean meat (ham, turkey, chicken), peanut butter and jelly, or tuna salad sandwich on whole wheat bread
 - 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
- Examples of snacks (one serving)
 - fruit with Tajin
 - popcorn
 - yogurt
 - granola and nuts
 - whole grain crackers
- 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 to 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.

- Examples of acceptable special occasion gifts/treats
 - stickers
 - art supplies
 - mini cupcakes
 - brownie bites
 - small cookies
 - popcorn

*This list does not include all treats that may be sold or brought into the classroom.

- 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 School of Nursing Science.
 - The nursing students provide supplemental information to the El Sol students, in the areas of nutrition, exercise, emotional health, the body systems, and how to stay healthy.

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.

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 School of Nursing Science has offered evidence based emotional health curriculum support/information 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.

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

- LEED rated classroom buildings were recently constructed on both campuses which provide
 - 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

HEALTHY PRACTICES

- Paper and plastic are recycled in classrooms.

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 went into effect at the third annual El Sol/UCI Wellness Festival on 5/17/14; revision completed on 06/07/2021
- This wellness policy will be reevaluated at least once every three years to measure its effectiveness and compliance.

“The initial 2014 project 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

El Sol Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth, or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. El Sol Academy maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at El Sol Academy (including employee-to-employee, employee-to-student, and student to-employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with El Sol Academy's anti-discrimination and harassment policies. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, and/or bullying, you should contact the Title IX Coordinator: Sara Flores Chief Student & Family Supports Officer 328 W Halesworth, Santa Ana, CA 92701 (714) 543-0023 sflores@elsolacademy.org

Appendix A: Breakfast Guidelines for School Lunch Provider

<https://www.cde.ca.gov/ls/nu/he/nfbmpbreakfast.asp>

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

Last Reviewed: Tuesday, December 1, 2020

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 oz per day)	8–9 (1 oz per day)	8–10 (1 oz per day)	10–12 (2 oz per day)
Meats/Meat Alternates (oz eq) [*]	8–10 (1 oz per day)	9–10 (1 oz per day)	9–10 (1 oz per day)	10–12 (2 oz per day)
Fluid Milk (Cups) ^g	5 (1 cup per day)	5 (1 cup per day)	5 (1 cup per day)	5 (1 cup per day)

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}	≤ 935	≤ 935	≤ 1035	≤ 1080
Trans Fat (g) ^{h,j}	0	0	0	0

* 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. The maximums are used as a guide for menu planning purposes only

- a** Food items included in each group and subgroup and amount equivalents as outlined in the most current U.S. Department of Agriculture's Food Buying Guide web page [External link opens in new window or tab.](#)
- b** One quarter cup of dried fruit counts as one half cup of fruit; one cup of leafy greens counts as one half 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 percent full-strength. The minimum creditable serving for a fruit or vegetable is at least one eighth cup.
- c** Larger amounts of these vegetables may be served.
- d** This category consists of "Other Vegetables" as defined in Title 7, Code of Federal Regulations (7 CFR) Section 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 7 CFR Section 210.10(c)(2)(iii).
- e** Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.
- f** All grains offered weekly must be whole grain rich.
- g** At least two milk choices must be offered. Pasteurized, fluid types of milk that meet state and local standards and contain vitamins A and D at levels specified by the Food and Drug Administration must be offered. All milk must be fat-free or low-fat. Milk with higher fat content is not allowed. Fat-free fluid milk may be flavored or unflavored, and low-fat fluid milk must be unflavored. Low-fat or fat-free, lactose-free, and reduced-lactose fluid milk may also be offered.
- 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. Food products and ingredients must contain zero grams of trans fat (less than 0.5 grams) per serving.
- i** Sodium Target 2 is effective from July 1, 2017 to June 30, 2022 and is contained in 7 CFR, Section 210.10 (c).
- j** Nutrition label of manufacturer specifications must indicate zero grams of trans fat per serving.

Appendix C: USDA Dietary Guidelines

Table A3-2 from https://www.dietaryguidelines.gov/sites/default/files/2021-03/Dietary_Guidelines_for_Americans-2020-2025.pdf

CALORIE LEVEL OF PATTERN ^a	1,000	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600	2,800	3,000	3,200
FOOD GROUP OR SUBGROUP ^b	Daily Amount ^c of Food From Each Group (Vegetable and protein foods subgroup amounts are per week.)											
Vegetables (cup eq/day)	1	1 ½	1 ½	2	2 ½	2 ½	3	3	3 ½	3 ½	4	4
	Vegetable Subgroups in Weekly Amounts											
Dark-Green Vegetables (cup eq/wk)	½	1	1	1 ½	1 ½	1 ½	2	2	2 ½	2 ½	2 ½	2 ½
Red and Orange Vegetables (cup eq/wk)	2 ½	3	3	4	5 ½	5 ½	6	6	7	7	7 ½	7 ½
Beans, Peas, Lentils (cup eq/wk)	½	½	½	1	1 ½	1 ½	2	2	2 ½	2 ½	3	3
Starchy Vegetables (cup eq/wk)	2	3 ½	3 ½	4	5	5	6	6	7	7	8	8
Other Vegetables (cup eq/wk)	1 ½	2 ½	2 ½	3 ½	4	4	5	5	5 ½	5 ½	7	7
Fruits (cup eq/day)	1	1	1 ½	1 ½	1 ½	2	2	2	2	2 ½	2 ½	2 ½
Grains (ounce eq/day)	3	4	5	5	6	6	7	8	9	10	10	10
Whole Grains (ounce eq/day) ^d	1 ½	2	2 ½	3	3	3	3 ½	4	4 ½	5	5	5
Refined Grains (ounce eq/day)	1 ½	2	2 ½	2	3	3	3 ½	4	4 ½	5	5	5
Dairy (cup eq/day)	2	2 ½	2 ½	3	3	3	3	3	3	3	3	3
Protein Foods (ounce eq/day)	2	3	4	5	5	5 ½	6	6 ½	6 ½	7	7	7
	Protein Foods Subgroups in Weekly Amounts											
Meats, Poultry, Eggs (ounce eq/wk)	10	14	19	23	23	26	28	31	31	33	33	33
Seafood (ounce eq/wk) ^e	2-3 ^f	4	6	8	8	8	9	10	10	10	10	10
Nuts, Seeds, Soy Products (ounce eq/wk)	2	2	3	4	4	5	5	5	5	6	6	6
Oils (grams/day)	15	17	17	22	24	27	29	31	34	36	44	51
Limit on Calories for Other Uses (kcal/day) ^g	130	80	90	100	140	240	250	320	350	370	440	580
Limit on Calories for Other Uses (%/day)	13%	7%	6%	6%	8%	12%	11%	13%	13%	13%	15%	18%

a Patterns at 1,000, 1,200, and 1,400 kcal levels are designed to meet the nutritional needs of children ages 2 through 8 years. Patterns from 1,600 to 3,200 kcal are designed to meet the nutritional needs of children 9 years and older and adults. If a child 4 through 8 years of age needs more energy and, therefore, is following a pattern at 1,600 calories or more, his/her recommended amount from the dairy group should be 2 ½ cup eq per day. Amount of dairy for children ages 9 through 18 is 3 cup eq per day regardless of calorie level. The 1,000 and 1,200 kcal level patterns are not intended for children 9 and older or adults. The 1,400 kcal level is not intended for children ages 10 and older or adults.

b Foods in each group and subgroup are:

Vegetables

Dark-Green Vegetables: All fresh, frozen, and canned dark-green leafy vegetables and broccoli, cooked or raw: for example, amaranth leaves, basil, beet greens, bitter melon leaves, bok choy, broccoli, cham namul, chrysanthemum leaves, chard, cilantro, collards, cress, dandelion greens, kale, lambsquarters, mustard greens, poke greens, romaine lettuce, spinach, nettles, taro leaves, turnip greens, and watercress.

Red and Orange Vegetables: All fresh, frozen, and canned red and orange vegetables or juice, cooked or raw: for example, calabaza, carrots, red chili peppers, red or orange bell peppers, pimento/pimiento, sweet potatoes, tomatoes, 100% tomato juice, and winter squash such as acorn, butternut, kabocha, and pumpkin.

Beans, Peas, Lentils: All cooked from dry or canned beans, peas, chickpeas, and lentils: for example, black beans, black-eyed peas, bayo beans, brown beans, chickpeas (garbanzo beans), cowpeas, edamame, fava beans, kidney beans, lentils, lima beans, mung beans, navy beans, pigeon peas, pink beans, pinto beans, split peas, soybeans, and white beans. Does not include green beans or green peas.

Starchy Vegetables: All fresh, frozen, and canned starchy vegetables: for example, breadfruit, burdock root, cassava, corn, jicama, lotus root, lima beans, immature or raw (not dried) peas (e.g., cowpeas, black-eyed peas, green peas, pigeon peas), plantains, white potatoes, salsify, tapioca, taro root (dasheen or yautia), water chestnuts, yam, and yucca.

Other Vegetables: All other fresh, frozen, and canned vegetables, cooked or raw: for example, artichoke, asparagus, avocado, bamboo shoots, bean sprouts, beets, bitter melon (bitter melon), balsam pear, broccoflower, Brussels sprouts, cabbage (green, red, napa, savoy), cactus pads (nopales), cauliflower, celeriac, celery, chayote (mirliton), chives, cucumber, eggplant, fennel bulb, garlic, ginger root, green beans, iceberg lettuce, kohlrabi, leeks, luffa (Chinese okra), mushrooms, okra, onions, peppers (chili and bell types that are not red or orange in color), radicchio, sprouted beans (e.g. sprouted mung beans), radish, rutabaga, seaweed, snow peas, summer squash, tomatillos, turnips, and winter melons.

Fruits

All fresh, frozen, canned, and dried fruits and 100% fruit juices: for example, apples, apricots, Asian pears, bananas, berries (e.g., blackberries, blueberries, cranberries, currants, dewberries, huckleberries, kiwifruit, loganberries, mulberries, raspberries, and strawberries); citrus fruit (e.g., calamondin, grapefruit, kumquats, lemons, limes, mandarin oranges, pomelos, tangerines, and tangelos); cherries, dates, figs, grapes, guava, jackfruit, lychee, mangoes, melons (e.g., cantaloupe, casaba, honeydew, and watermelon); nectarines, papaya, passion fruit, peaches, pears, persimmons, pineapple, plums, pomegranates, prunes, raisins, rhubarb, sapote, soursop, starfruit, and tamarind.

Grains

Whole Grains: All whole-grain products and whole grains used as ingredients: for example, amaranth, barley (not pearled), brown rice, buckwheat, bulgur, millet, oats, popcorn, quinoa, dark rye, triticale, whole-grain cornmeal, whole-wheat bread, whole-wheat chapati, whole-grain cereals and crackers, and wild rice.

Refined Grains: All refined-grain products and refined grains used as ingredients: for example, white breads, refined-grain cereals and crackers, corn grits, cream of rice, cream of wheat, barley (pearled), masa, pasta, and white rice. Refined-grain choices should be enriched.

Dairy

All fluid, dry, or evaporated milk, including lactose-free and lactose-reduced products and fortified soy beverages (soy milk), buttermilk, yogurt, kefir, frozen yogurt, dairy desserts, and cheeses (e.g., brie, camembert, cheddar, cottage cheese, colby, edam, feta, fontina, goat, gouda, gruyere, limburger, Mexican cheeses [queso anejo, queso asadero, queso chihuahua], monterey, mozzarella, muenster, parmesan, provolone, ricotta, and Swiss). Most choices should be fat-free or low-fat. Cream, sour cream, and cream cheese are not included due to their low calcium content.

Protein Foods

Meats, Poultry, Eggs: Meats include beef, goat, lamb, pork, and game meat (e.g., bear, bison, deer, elk, moose, opossum, rabbit, raccoon, squirrel). Poultry includes chicken, Cornish hens, dove, duck, game birds (e.g., ostrich, pheasant, and quail), goose, and turkey. Organ meats include brain, chitterlings, giblets, gizzard, heart, kidney, liver, stomach, sweetbreads, tongue, and tripe. Eggs include chicken eggs and other birds' eggs. Meats and poultry should be lean or low-fat.

Seafood: Seafood examples that are lower in methylmercury include: anchovy, black sea bass, catfish, clams, cod, crab, crawfish, flounder, haddock, hake, herring, lobster, mackerel, mullet, oyster, perch, pollock, salmon, sardine, scallop, shrimp, sole, squid, tilapia, freshwater trout, light tuna, and whiting.

Nuts, Seeds, Soy Products: Nuts and seeds include all nuts (tree nuts and peanuts), nut butters, seeds (e.g., chia, flax, pumpkin, sesame, and sunflower), and seed butters (e.g., sesame or tahini and sunflower). Soy includes tofu, tempeh, and products made from soy flour, soy protein isolate, and soy concentrate. Nuts should be unsalted.

Beans, Peas, Lentils: Can be considered part of the protein foods group as well as the vegetable group, but should be counted in one group only.

c Food group amounts shown in cup equivalents (cup eq) or ounce equivalents (ounce eq). Oils are shown in grams. Quantity equivalents for each food group are:

Vegetables, Fruits (1 cup eq): 1 cup raw or cooked vegetable or fruit; 1 cup vegetable or fruit juice; 2 cups leafy salad greens; ½ cup dried fruit or vegetable.

Grains (1 ounce eq): ½ cup cooked rice, pasta, or cereal; 1 ounce dry pasta or rice; 1 medium (1 ounce) slice bread, tortilla, or flatbread; 1 ounce of ready-to-eat cereal (about 1 cup of flaked cereal).

Dairy (1 cup eq): 1 cup milk, yogurt, or fortified soymilk; 1½ ounces natural cheese such as cheddar cheese or 2 ounces of processed cheese.

Protein Foods (1 ounce eq): 1 ounce lean meats, poultry, or seafood; 1 egg; ¼ cup cooked beans or tofu; 1 tbsp nut or seed butter; ½ ounce nuts or seeds.

d Amounts of whole grains in the Patterns for children are less than the minimum of 3 ounce-eq in all Patterns recommended for adults.

e The U.S. Food and Drug Administration (FDA) and the U.S. Environmental Protection Agency (EPA) provide joint advice regarding seafood consumption to limit methylmercury exposure for women who might become or are pregnant or breastfeeding, and children. Depending on body weight, some women and many children should choose seafood lowest in methylmercury or eat less seafood than the amounts in the Healthy US-Style Eating Pattern. For more information, see the FDA and EPA websites FDA.gov/fishadvice; EPA.gov/fishadvice.

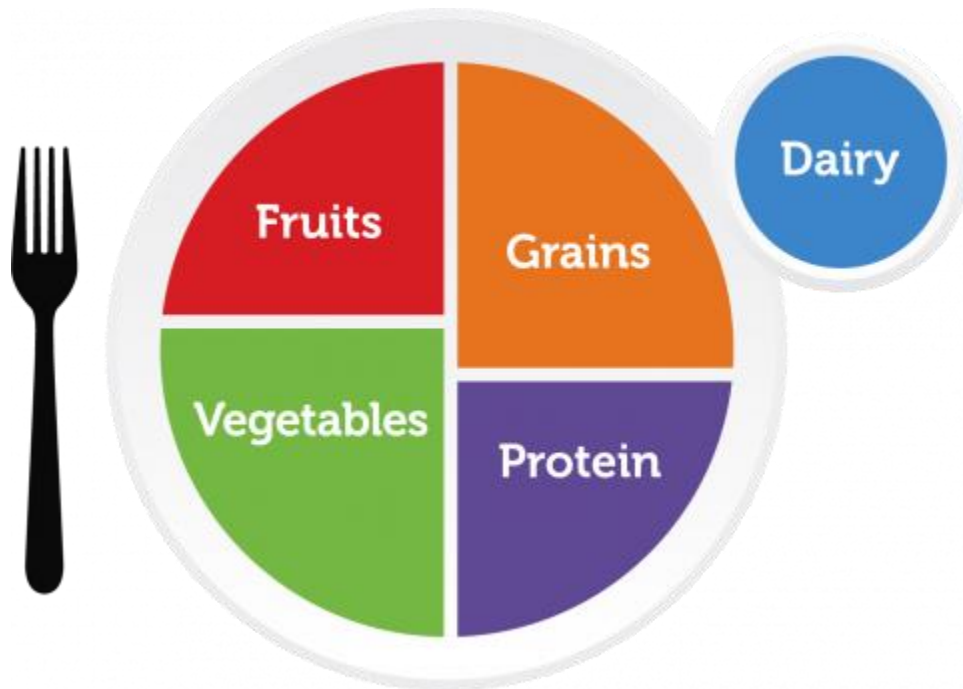
f **If consuming up to 2 ounces of seafood per week**, children should only be fed cooked varieties from the “Best Choices” list in the FDA/EPA joint “Advice About Eating Fish,” available at FDA.gov/fishadvice and EPA.gov/fishadvice. If consuming up to 3 ounces of seafood per week, children should only be fed cooked varieties from the “Best Choices” list that contain even lower methylmercury: flatfish (e.g., flounder), salmon, tilapia, shrimp, catfish, crab, trout, haddock, oysters, sardines, squid, pollock, anchovies, crawfish, mullet, scallops, whiting, clams, shad, and Atlantic mackerel. If consuming up to 3 ounces of seafood per week, many commonly consumed varieties of seafood should be avoided because they cannot be consumed at 3 ounces per week by children without the potential of exceeding safe methylmercury limits; examples that should not be consumed include: canned light tuna or white (albacore) tuna, cod, perch, black sea bass. For a complete list please see: FDA.gov/fishadvice and EPA.gov/fishadvice.

g Foods are assumed to be in nutrient-dense forms, lean or low-fat and prepared with minimal added saturated fat, added sugars, refined starches, or salt. If all food choices to meet food group recommendations are in nutrient-dense forms, a small number of calories remain within the overall limit of the pattern (i.e., limit on calories for other uses). The amount of calories depends on the total calorie level of the pattern and the amounts of food from each food group required to meet nutritional goals. Calories up to the specified limit can be used for added sugars, added refined starches, saturated fat, alcohol, or to eat more than the recommended amount of food in a food group.

NOTE: The total dietary pattern should not exceed Dietary Guidelines limits for added sugars, saturated fat, and alcohol; be within the Acceptable Macronutrient Distribution Ranges for protein, carbohydrate, and total fats; and stay within calorie limits. Values are rounded.

Appendix D: My Plate

The benefits of healthy eating add up over time, bite by bite. Small changes matter. *Start Simple with MyPlate.* <https://www.myplate.gov/>



APPENDIX E: Staff QUESTIONNAIRE

This survey is designed to help evaluate the current Wellness Policy for El Sol Science and Arts Academy. The Wellness Policy is a document that outlines a comprehensive health program designed to maintain a high level of well being for the students at El Sol. It covers proper diet, exercise, and emotional stability. Please answer the following questions to the best of your ability. 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.

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

APPENDIX F: PARENT QUESTIONNAIRE

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

Esta encuesta está diseñada para ayudar a evaluar la Política de Bienestar de El Sol Science and Arts Academy. La Política de Bienestar es un documento que describe un programa de salud integral diseñado para mantener un alto nivel de bienestar para los estudiantes de El Sol. Cubre una dieta adecuada, ejercicio y estabilidad emocional. Responda las siguientes preguntas lo mejor que pueda. 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? Describa 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. Since the school has implemented 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. 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 G: 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” question 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 upset or sad do you have an adult you feel like you could talk to at school?	YES:	NO:					
Who do you think you would talk to?	Teacher:	Counselor:	Parents:	Siblings:	Friends:	Coach:	

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