

VALLEY CENTER PUBLIC SCHOOLS



WELLNESS PLAN 2008-2009

(Approved March 10, 2008)

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Monitoring Requirements

Building principals have the responsibility of ensuring building compliance with student wellness policies and guidelines. To ensure compliance, principals shall review policies and guidelines with staff. Throughout the year, principals shall routinely monitor for compliance, providing assistance to staff members as needed. The Food Service Supervisor shall be responsible for monitoring nutrition guidelines for Food Service.

Nutrition Guidelines

Foods of Minimal Nutritional Value

USDA has defined Foods of Minimal Nutritional Value as:

- Soda Water – includes all carbonated beverages and with a few exceptions, most sparkling waters.
- Water ices – includes any frozen, sweetened water such as “...sicles” and flavored ice; does not include products that contain fruit or fruit juice.
- Chewing gum - includes any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
- Certain candies – includes processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:
 - Hard candy – includes such foods as sourballs, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
 - Jellies and gums – includes such foods as gumdrops, jelly beans, jellied and fruit-flavored slices.
 - Marshmallow candies
 - Fondant – includes such foods as candy corn and soft mints.
 - Licorice
 - Spun candy
 - Candy-coated popcorn

Exemptions to Foods of Minimal Nutritional Value

The USDA periodically reviews food manufacturers’ requests to have food items granted an exemption from classification as a Food of Minimal Nutritional Value. The current list is available on the Kansas Child Nutrition and Wellness website, www.kn-eat.org.

A La Carte

- A la carte items comply with USDA regulations prohibiting the sale of “foods of minimal nutritional value”, as defined by USDA, where school meals are served or eaten during the meal period.
- Middle School
 - A la carte food items are limited to:

- The same portion size of any food item served that day in the National School Lunch Program (NSLP) or School Breakfast Program (SBP)
- Fruits and/or vegetables
- Yogurt
- Other items- at least 50% of items offered meet all the following guidelines per serving.
 - Fat – Except for nuts, seeds and nut butters, 35% or less total calories from fat (or less than 4 g. per 100 calories)
 - Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories).
 - Calories – 200 calories or less per selling unit.
- A la carte beverages are limited to:
 - Water, non-caloric
 - 50-100% juice
 - Milk, flavored and unflavored
- High School
 - High school a la carte shall follow the same guidelines as high school vending with the exception of selling soda waters which is prohibited

Vending Machines, School Stores and Other Food Sales in Areas Accessible to Students

- All vended foods are sold in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value”, as defined by USDA, excluding soda waters which will be allowed in vending machines outside of cafeterias.
- The only chips sold in vending machines shall be reduced fat and baked chips.
- All beverage vending areas must include water.
- Foods of minimal nutritional value shall not be sold or given away in areas accessible to students during meal service times unless they are sold in conjunction with healthier items such as caramel with apple slices for example.

School Lunch

- Offer at least 10 different fruits and/or vegetables in each five day week.
- Work toward increasing whole grain servings.

School Breakfast

- Strive to maximize servings of fruits and whole grains. Offer cereals with at least 1 gram of fiber per serving.
- Work toward decreasing sugar content of foods offered.

After School Snack Program

Offer snacks with less than 35% of weight from total sugar (or less than 9 grams per 100 calories) and not more than 35% of total calories from fat (or less than 4 grams per 100 calories) except for nuts, seeds and nut butters.

During the school day

- In order to increase food safety and decrease the risk to students with food allergies, classroom “treats” brought to school by students must be individually prepackaged by a manufacturer.
- Work toward offering only nutritious foods in fundraising activities, classroom food rewards, parties, and celebrations.
- Work toward reducing non-nutritious food rewards for student success and achievements.
- Parents, teachers and organizations are informed about the guidelines and are required to follow them.

Cafeteria Environment

To facilitate meal service and a pleasant eating atmosphere, the following guidelines should be followed.

- The dining area is clean, orderly and inviting.
- Adequate seating is available to accommodate all students served during each meal period.
- Adequate supervision is provided in the dining area.
- Students are allowed to converse with one another while they eat their meals. Schools may choose to have 5 minutes of quiet time or “freedom to eat” time at the end of the meal period.
- Students must have at least 10 minutes to eat breakfast and 15 minutes to eat lunch. This does not include time spent walking to and from class or waiting in line.

Physical Activity Used as Punishment

Physical activity is not to be used (e.g. running laps, sit-ups, etc.) or withheld as punishment. This guideline does not apply to extracurricular sports teams.

Physical Activity at Recess

Elementary school students have at least 20 minutes a day of supervised recess, preferably outdoors. Moderate to vigorous physical activity is encouraged verbally and through the provision of adequate space and age-appropriate equipment. On inclement weather days, physical activity is encouraged either in the gymnasium, other open areas of the school, or in the classroom.

Physical Education Classes

In classes where appropriate, teachers should strive to maximize time spent in moderate to vigorous physical activity with a goal of being physically active at least 80% of the allotted class time.

The school will provide a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students will have the opportunity to participate in lifetime physical activities (e.g. walking, tennis, etc.).

At the elementary level, efforts are made to have a student/teacher ratio in physical education classes comparable to other classes in the school.

Physical Activity Outside of School

Information is provided to help families incorporate physical activity into the lives of all household members.

Wellness Policy Promotion

Work toward building opportunities for in-service for faculty and staff regarding district policies and general information on health and wellness.

Inform the community, through various media, of district policies and general information on health and wellness.

Kinesthetic Activities in the Classroom

Teachers are encouraged to incorporate opportunities for physical activity into other subject areas (i.e. math, language arts, social studies) and to provide short physical activity breaks between lessons or classes, as appropriate.

Healthy Ideas for Classroom Snacks and Parties

Snacks are important for providing children with nutrients to support growth and learning. Parties are a fun opportunity to celebrate. However, school snacks and parties are not required to be cupcakes, ice cream, potato chips, and soda pop. With a little imagination, snacks and parties can be fun and still provide healthy, nutrient-rich foods.

Food allergies and special dietary needs, including diabetes, are becoming increasingly common in the general population and should be considered when planning food at school. Check with the school nurse for guidance.

Give healthy partying and snacking a try with the following foods ***and remember that all classroom snacks must be unopened, pre-packaged by the manufacturer:***

Assist Hydration

Water - flavored and unflavored

Promote Fruits and Vegetables

Fruit cups

Fruit ***tray packaged by grocery store***

Apples with caramel dip

100% fruit snacks (packaged gels)

Dried fruit – raisins, cranberries, apples, and apricots

Juice, 100% vegetable or fruit juice

Applesauce singles

Fruit smoothies

Berry parfaits with vanilla yogurt

Vegetable tray with low fat dip

Salsa & low fat chips

Grains

Trail mix or cereal mixes

Granola bars, graham crackers

Banana, carrot or zucchini bread

Bagels & cream cheese

Pasta salad

Bread sticks with marinara

Low-fat pretzels or popcorn

Graham or animal crackers

Dairy:

String cheese or small packets of cheese

Yogurts in a cup or in a tube, smoothies

Low-fat pudding cups

Cottage cheese singles

Low-fat milk (plain or flavored)

Easy ideas for protein:

Low fat beef jerky

Nut assortments/trail mix

Peanut butter w/ apples or celery

Salami, cheese and whole grain crackers

Pizza with low-fat toppings – veggies, lean ham

What About Birthday Cake?

Once in awhile a piece of birthday cake can fit into a healthy diet. However, if each student brings in cake for their birthday, eating cake becomes a regular occurrence. Keep cake a “sometimes” food by having all students with birthdays in the same month celebrate on one day. Try to limit parties with cake and other sugary or high fat foods to once a month or less, and provide alternative foods for children with special dietary needs, including allergies and diabetes.

Classroom Food Safety

During the school year food may be frequently stored, prepared, or eaten in the classroom. Snacks are important for providing children energy for learning. In addition, preparing or tasting foods can be valuable teaching activities. However, improper handling of food can cause food borne illness. Symptoms may resemble the stomach flu and are caused by eating contaminated food. Help protect your students . . .

FOLLOW SIMPLE RULES

- Keep all food clean
- Keep hot foods hot
- Keep cold foods cold

KEEP ALL FOOD CLEAN!

- Keep everything that comes in contact with food clean.
- Always wash hands before eating and handling foods! Wash your hands thoroughly in warm, sudsy water (at least 20 seconds). Repeat washing between food handling.
- Use clean towels, dish cloths, cooking dishes, and utensils.
- Scrub work surfaces and disinfect cutting boards.
- Avoid cross contamination of foods by using separate cutting boards and cutting utensils for meat and fruits/vegetables.
- Never taste with the stirring spoon!
- Wash dishes in hot (140° F) soapy water, then rinse well.
- Avoid chipped or cracked dishes that can harbor bacteria.

KEEP HOT FOODS HOT

- Cooked foods should be held at temperatures higher than 140°F. Temperatures between 140° and 159°F prevent bacteria growth.
- High temperatures (160° to 212°F), kill most bacteria. That is the reason that meats, such as ground meat and poultry, should register an internal temperature of 160°F.

KEEP COLD FOODS COLD

- Foods should be refrigerated at a temperature between 34° and 40° F.
- Rapidly cool any cooked foods and never leave foods at room temperature.
- Below 32°F, which is freezing, bacteria will not grow, but will survive. Frozen foods should be stored at 0°F for long-term storage.

For more classroom information and educational activities for the classroom on food safety:

www.cfsan.fda.gov/~dms/educate.html

Alternatives to Using Food as a Reward

Teachers, administration, parents, and the community often offer kids food as a reward for “good” behavior. Typically “food rewards” have little or no nutritional value, but are used because they are easy, inexpensive treats that are thought to bring about short-term behavior change. Teachers and staff are encouraged to reward students with non-food items.

Disadvantages of Using Food as a Reward

Using food as a reward sends a mixed message that highlights the conflict between nutrition education taught in the classroom and the school environment. It encourages over-consumption of foods high in added sugar and fat that can lead to overweight, and may displace more nutritious foods. Food as reward teaches kids to reward themselves with food, even when they are not hungry.

Zero-Cost Alternatives

- Sit at the teacher’s desk
- Sit by friends
- Eat lunch with the teacher/principal
- Make a delivery to the office
- Be the classroom helper
- “No homework pass”
- Read outside
- Extra recess time
- Class walking break
- Listen/dance to appropriate music
- Free choice time
- Game day
- Listen to a book on tape
- Extra computer time
- Teacher performs special skill (i.e. sing, dance)
- Teacher reads a special book to the class
- Bank system: earn play money to be used for privileges

Low-Cost Alternatives

- Books
- Enter drawing for donated prizes
- Stickers
- School supplies
- Movie/video coupons
- Trading cards
- Stamps
- Trip to the treasure box
- Coloring books
- Art supplies
- Gift certificates to school store

List of Non-food Items for Fundraising

Schools can help promote a healthy learning environment by using healthy fundraising alternatives. These ideas are adapted from *Creative Financing and Fundraising*. California Project Lean, California Department of Health Services, 2002.

Items You Can Sell

Air fresheners
Bath accessories
Balloon bouquets
Batteries
Books, calendars
Brick/stone/tile memorials
Bumper stickers, decals
Buttons, pins
Candles
Coffee cups, mugs
Cookbooks
Crafts
Coupon books
Customized stickers
Discount cards
Emergency kits for cars
First aid kits
Flowers and bulbs
Foot warmers
Football seats
Gift baskets
Gift certificates
Hats
Holiday wreaths
House decorations
Jewelry
License plates or holders
Magazine subscriptions
Megaphones
Newspaper space, ads
Pet treats/toys/accessories
Plants
Pocket calendars
Pre-paid phone cards
Rent a special parking space
Scarves
School Frisbees
School spirit gear
Spirit/seasonal flags
Stadium pillows
Stationery
Student directories
Temporary/henna tattoos
T-shirts, sweatshirts
Valentine flowers
Yearbook covers

Things You Can Do

Auction (teacher does something for kids)
Bike-a-thons
Bowling night/bowl-a-thon
Car wash
Carnivals
Craft sales
Dances
Family/glamour portraits
Festivals
Fun runs
Gift wrapping
Golf tournament
Jump-rope-a-thons
Magic show
Raffle (movie passes, theme bags)
Read-a-thons
Recycling cans/bottles/paper
Science fairs
Singing telegrams
Skate night/skate-a-thon
Spelling bee
Talent shows
Tennis/horseshoe competition
Treasure hunt/scavenger hunt
Walk-a-thons
Workshops/classes

The Facts: Eating Habits

Eating habits that contribute to health problems tend to be established early in life; young persons having unhealthy eating habits tend to maintain these habits as they age.¹

Of young people ages 6-17, 64 percent eat too much total fat, and 68 percent eat too much saturated fat.²

Teenagers today drink twice as much carbonated soda as milk and only 19 percent of girls ages 9-19 meet the recommended intakes for calcium.^{3,4,5}

The average daily calcium intake of adolescent girls is about 800 mg a day; the Recommended Dietary allowance for adolescents is about 1,300 mg of calcium a day.⁶

Less than 15 percent of school age children eat the recommended servings of fruit, less than 20 percent eat the recommended servings of vegetables, less than 25 percent eat the recommended servings of grains, and only 30 percent consume the recommended milk group servings on any given day.⁷

Only two percent of youth meet all the recommendations of the Food Guide Pyramid; 40 percent meet only one or none of the recommendations.⁸

Most of the foods advertised during children's TV programming are high in fat, sugar, or sodium; practically no advertisements are for healthy foods such as fruits and vegetables. Studies have indicated that, compared with those who watch little television, children and adolescents who watch more television are more likely to have unhealthy eating habits and unhealthy conceptions about food, ask their parents to buy foods advertised on television, and eat more fat.^{9,10,11,12,13,14}

Children who eat more often with their families are more likely to eat the five or more recommended servings of fruits and vegetables and are less likely to eat fried foods away from home or drink soda.¹⁵

The Facts: Nutrition and Learning

Even moderate under nutrition can have lasting effects on children's cognitive development and school performance.¹

About 12 percent of students report skipping breakfast. Only 11 percent report eating a breakfast that contains foods from three food groups and food energy intakes greater than 25 percent of the Recommended Dietary Allowance.^{2,3}

Skipping breakfast can adversely affect children's performance in problem-solving tasks.⁴

Studies of the School Breakfast Program show participation associated with improved test performance, reduced tardiness and absence rates, increased attention, improved behavior, and emotional adjustment.⁴

Administrators at the Minnesota pilot schools say school breakfast plays an important role in their 40-50 percent decline in discipline referrals.⁴

The attitudes of teachers in the Minnesota pilot schools toward school breakfast programs have been overwhelmingly positive. They say students are more energetic at the start of the day and complain less by mid-morning.⁴

Nurses in the Minnesota pilot schools report a significant decline in morning visits to their offices due to minor headaches and stomachaches. They conclude school breakfast is why students spend less time at their office and more time in the classroom.⁴

The Facts: Physical Activity

Poor diet and physical inactivity together account for at least 300,000 deaths among adults in the U.S. each year. Only tobacco use contributes to more deaths.¹

Chronically-undernourished children have low energy, which can limit their physical activity.²

Increased physical activity and appropriate caloric intake are recommended for preventing and reducing obesity.³

Studies of young persons have found that television watching is directly associated with obesity.^{4,5,6,7}

Physical activity among adolescents is consistently related to higher levels of self-esteem and self-concept and lower levels of stress.⁸

The percentage of students who attended a daily physical education class dropped from 42 percent in 1991 to 27 percent in 1997.⁹

In 1997, only 22 percent of all high school students reported being physically active for at least 20 minutes in a daily physical education class.⁹

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