

Albert Einstein Academies

Wellness Policy

Statement of Intent

Facts

Albert Einstein Academies recognize the importance of “the development of the whole child, in the classroom but also in the world outside, through other environments where children learn” (AEACS charter, p. 9). As an International Baccalaureate school community, this perspective leads us to consider the important environments where children have opportunities to develop critical thinking skills and healthy habits key to the well-being of themselves, their communities, and the planet. These environments go beyond traditional classroom settings to the cafeteria/MPR, outdoor lunch area, playgrounds, gardens, and other outdoor spaces at AEA.

Whereas:

- the challenge of developing “principled, caring, open-minded and well-balanced citizens” (AEACS charter, p. 9) is not confined to the classroom and the curriculum, particularly in regard to health and wellness;
- an important connection exists between a healthy diet and a student’s ability to learn effectively and achieve high standards in school;
- and schools are uniquely positioned to promote family and community health by modeling and supporting physical fitness and healthy nutritional choices:

AEA resolve to encourage all staff, students, families, and friends of AEA to promote health and wellness at AEA through wise food choices and regular educational opportunities involving physical activity, nutrition, and environmental stewardship.

40% of all Cancer is diet related.

- Fierro, Michael. “Cancer Prevention and Control Information” National Governor’s Association: Best Practices, April, 13, 2001

70% of all antibiotics consumed in this country are utilized in animal husbandry.

- Benbrook, Charles, et al., “Hogging It: Estimates of Antimicrobial Abuse in Livestock”. Union of Concerned Scientists, 2001

Blood pressure has increased over the past decade among children and adolescents, in part because of increasing rates of overweight. - American Medical Association

Food additives have been scientifically and conclusively linked to Attention Deficit Hyperactivity Disorder (ADHD). - New York Times, September 6, 2007, citing University of Southampton study

In 1970, Americans spent \$6.2 billion at fast food restaurants; in 2004, the amount was \$124 billion. Twenty times as much! - “Don’t Eat This Book” by Morgan Spurlock

Most children can recognize over 1,700 products but do not know what’s grown and produced locally. - Cloud, Jaimie. The Sustainability Education Center, New York, 2002

One in three U.S. children born in the year 2000 could develop Type 2 Diabetes during their lifetimes. - Centers for Disease Control

Organic diets significantly lower children’s dietary exposure to pesticides.

- Rollins School of Public Health, Emory University

The generation of Americans born in the year 2000 is the first in history to have a shorter life expectancy than its parents. - Centers for Disease Control

The rate of obesity among children today is twice as high as it was in the late 1970s.

Physical Activity

AEA recognizes the positive benefits of physical activity for student health and academic achievement. Recognizing that physical education is a crucial and integral part of a child's education, the school will ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

California has mandated grade level time provisions for physical education that allow scheduling flexibility for schools while ensuring the integrity of regular physical activity to benefit students:

* 200 minutes per 10 school days for grades 1 through 5 (Education Code Section 51210)

* 400 minutes per 10 school days for grades 6 through 8 (Education Code Section 51222)

The components of the AEA's physical education program should include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga or the martial arts. Students shall be given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health. Students should have opportunities to enjoy physical activity through participation in gardening programs.

An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion.

Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions.

The AEA community is encouraged to participate in the Governors Challenge, <http://www.calgovcouncil.org/>.



Nutrition Education

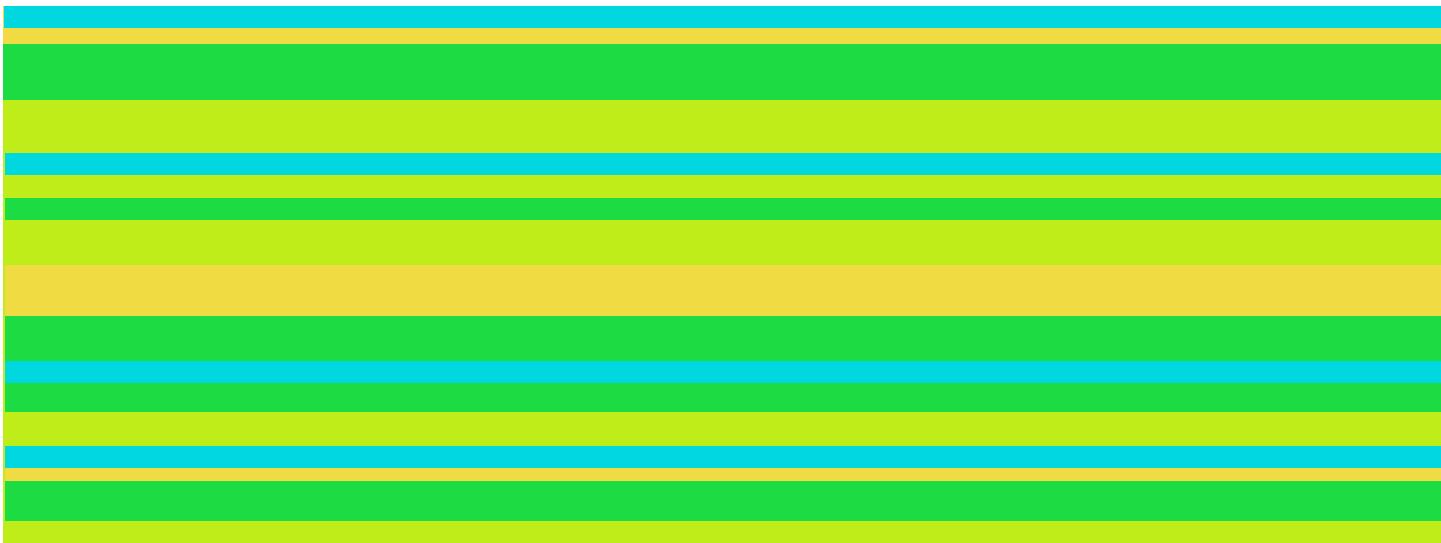
AEA seeks to ensure the health and well being of each student attending Albert Einstein Academies, and to provide guidance to school personnel in the areas of nutrition, health, physical activity and food service. AEA encourages teachers, principals, and Nutrition Services employees to recognize the lunch period as an integral part of the educational program, and work to implement the goals of this policy.

- No student at Albert Einstein Academies goes hungry or thirsty during school.
 - AEA aspires to provide an affordable meal program that makes available a healthy and nutritious breakfast and lunch to every student at Albert Einstein Academies so that students are prepared to learn to their fullest potential.
 - AEA should maintain an instructional garden (tilled ground, raised bed, container, nearby park, community garden, farm, or lot), of sufficient size to provide students with experiences in planting, harvesting, preparation, serving, and tasting foods, including ceremonies and celebrations that observe food traditions, integrated with nutrition education and core curriculum, and articulated with state standards.
 - AEA encourages staff to integrate hands-on experiences in gardens and kitchen classrooms, and enriched activities such as farm field studies, farmers' markets

tours, and visits to community gardens, with core curriculum so that students begin to understand how food reaches the table and the implications that has for their health and future.

- AEA aspires to maintain an instructional kitchen wherein staff are encouraged to use food as an integrator and central focus of education about human events, history, and celebrations, and shall encourage classes to use food and cooking as part of a learning experience that sheds light on the customs, history, traditions, and cuisine of various countries and cultures.
 - Lunch periods should be scheduled so that students do not have to eat lunch unusually early or late, and ideally, so that they come after periods of exercise and with sufficient time to eat. Middle school students may eat during passing periods and all students will be allowed to drink water during class time.

Foods served at school will carry sufficient nutrition information to allow parents and students to make informed dietary choices. Information must clearly indicate dietary appropriateness such as vegetarian, vegan, or kosher, and include processes such as organically grown, irradiated, contains bovine growth hormone (rBGH), or has been genetically modified.



Nutritional Guidelines

Celebrations

AEA encourages its community to celebrate in a healthy fashion. Birthday parties are encouraged to be celebrated without food..

Incentives

Foods offered to students of the school during the day as a snack, an incentive, or reward, whether provided by parents or staff, are recommended to be consistent with the goals of the Healthy Snack Suggestions.

Fundraising

The foods used for fundraisers that take place at school, for at-school parties, or school-sponsored events, and goodie bags, are encouraged to follow the Healthy Snack Suggestions, and should be healthy, safe, and legal.

Foods that are sold by students or for students at school outside the school meal program must comply with the California State Law, School Junk Food Ban, 2005. This is attached at the end of this policy.

Healthy Snack Suggestions

- Fresh Fruit and Vegetables
- 100% fruit or vegetable juice
- Smoothies made with fruit (no added sugar) and plain nonfat yogurt.
- Almond Butter/Peanut butter and banana on whole grain bread sandwiches
- Carrot and cucumber sticks and cherry tomatoes with yogurt dressing
- Fruit Salad made from fresh cut fruit
- Whole Wheat pizza with sliced zucchini, mushrooms and olives.
- Pita bread and hummus
- Use whole grains whenever possible (brown rice, whole grain bread)
- Foods that limit trans fats (hydrogenated vegetable oils), added sugar, and GMO's.
- Encourage slow food instead of fast food items
- Bulk snacks rather than individual packaging of food.
- (Allergy Policies implemented when necessary)

Celebrate Without Food

- Introduce a card game that the b-day student leads at recess.
- Sing a birthday song! (Hoch soll er/sie leben, Happy Birthday to You, Las Mañanitas, etc.)
- Create a birthday hat that the birthday kid gets to wear throughout the day.
- B-day kid gets to choose what to do for the last 10 minutes of class.
- Student shout-out for birthday (everyone says something great about b-day kid)
- Read the student's favorite book (for younger children)
- Donate a book to the library (get a special sticker in the book saying donated on child's name and b-day).