

**SAN LORENZO  
UNIFIED SCHOOL DISTRICT  
BOARD POLICY**

**Instruction**

BP 6142.8 (a)

**COMPREHENSIVE SCHOOL HEALTH/NUTRITION PROGRAM**

San Lorenzo Unified School District students will experience a quality and effective health, physical and nutrition education program, be educated in healthy schools that provide comprehensive school health services and nutrition services, and community collaboration. These programs will be designed to promote the health and well being of students and to promote a lifelong healthy lifestyle.

Board adopted: March 1, 2005

**SAN LORENZO  
UNIFIED SCHOOL DISTRICT  
ADMINISTRATIVE REGULATIONS**

AR 6142.8 (a)

**Instruction**

**COMPREHENSIVE SCHOOL HEALTH/NUTRITION PROGRAM**

**I. PURPOSE**

To define and outline a comprehensive school health program designed to promote the health and well being of students and to promote a lifelong healthy lifestyle with a focus on *Health, Physical Education and Nutrition*.

**II. DEFINITIONS**

Comprehensive School Health Program – School affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social, and educational development of students.

The Comprehensive School Health Program shall incorporate the following seven components within a single framework:

1. A *school environment* that is safe, that is physically, socially and psychologically healthful and which promotes health-enhancing behaviors;
2. A sequential *health education curriculum* designed to motivate and help students maintain and improve their health, prevent disease, and avoid health-related risk behaviors; taught by highly qualified and supported teachers;
3. A sequential *physical education curriculum* which involves moderate to vigorous physical activity; that teaches knowledge, motor skills, and positive attitudes, promotes activities and sports that all students enjoy and can pursue throughout their lives, that is taught by highly qualified and supported staff, and that is coordinated with the comprehensive health education curriculum;
4. A *child nutrition program* that employs qualified staffs who efficiently serve appealing choices for nutritional foods. The program will be a sequential program of nutrition instruction integrated within the comprehensive school health education curriculum and coordinated with the child nutrition program. The school environment will encourage students to make healthy food choices;

5. A *school health services program* that is designed to ensure access or referral to primary health care services, foster appropriate use of health care services, prevent and control communicable disease and other health problems, provided by highly qualified and supported health professionals;
6. A *psychological services and social services program* that is designed to ensure access or referral to assessments, interventions, and other services for students. Mental, emotional, and social health services are provided by highly qualified and supported professionals;
7. *Integrated family and community involvement activities* that are designed to engage families as active participants in their student's education, support the ability of families to support students' school achievement, and encourage collaboration with community resources and services to respond more effectively to the health-related cultural needs of students.

**Quality and Effective Health Education** – helps students acquire knowledge, personal skills and attitudes to take increasing responsibility for their own health, practice healthful behaviors and avoid harmful behaviors.

Students need to learn to take responsibility for their own health and to adopt health-enhancing attitudes and behaviors:

- every school shall be a safe and healthy place for students and employees to learn and work, with a climate that nurtures learning, achievement, and growth of character;
- all students shall be taught the essential knowledge and skills they need to become “health literate” – that is, to make health-enhancing choices and avoid behaviors that can damage their health and well-being;
- each school shall be organized to reinforce students' adoption of health-enhancing behaviors, and school staff shall be encouraged to model healthy lifestyles; and
- school leaders shall ensure, with available resources, that the nutrition, health services, and social services students need in order to learn are provided either at the school site or in cooperation with the community agencies.

*Healthy Schools* – provide a physically and psychologically safe school environment designed to increase the learning of all students.

*School Health Services* – promotes the health of students through prevention, health screenings (eye, ear, and scoliosis), early intervention and remediation of specific health programs, and direct services to students.

*Community Collaboration* – promotes a collaborative partnership with parents and community agencies to address the comprehensive health needs of students and their families.

*Counseling Program* – helps all students experience success in making life transitions by helping them to learn, learn to live, and learn to work. Services are provided in a collaborative manner involving the school, community resources and the family with an appropriate balance between individual planning, small group activities, classroom presentations and involvement with other staff.

*Comprehensive Health Education* – which includes instruction on physical activity topics, complements the instruction students receive in quality Physical Education programs. Health education improves students' health knowledge, attitudes, and behaviors. There is an inter-relationship of Health Concepts and Physical Education Standards.

**Quality Physical Education Program** – exposes students to the skills necessary to perform a variety of physical activities, ensures that students participate regularly in physical activities, teaches the benefits of involvement in physical activities, and emphasizes the value of physical activity and its contributions to a healthful lifestyle.

Physical Education is a multifaceted process that teaches a wide range of skills and activities with the aim of the students becoming physically educated, physically fit, able to enjoy a variety of physical activities and committed to lifelong health and physical wellbeing. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviors. (*Physical Education Framework, for California Public Schools Kindergarten through Grade Twelve.*)

It is important to make Physical Education a positive experience for all students. Purpose of positive Physical Education is to guide students in the process of becoming physically active and healthy for a lifetime.

There is a distinct relationship between academic achievement and the physical fitness of California's public school students: Students achieve best when they are physically fit. The healthy, physically active student is more likely to be academically motivated, alert and successful.

**Quality Physical Education**

- Elementary school
  - o Development of basic motor skill competence
  - o Competence leads to confidence
  - o Skill Theme Approach
- Middle School
  - o Introduction to many movement forms
  - o Emphasis on discovering personal tendencies
- High School
  - o Development of personal physical fitness program
  - o Specialization in few movement forms

Physical Education: K-12 program is designed to encourage students to be physically active by introducing them to a variety of movement forms in a positive safe environment. All students are encouraged to support their peers, practice sportsmanship and recognize the need for athletic opportunities for members of both genders. Competition equates with making the most of one's physical potential and capabilities in a positive, meaningful way.

The California Physical Fitness Test (PFT) will be administered to grades five, seven, and nine. The PFT is designed to assess six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscular strength, endurance and flexibility. The PFT provides information that can be used by students to assess and plan personal fitness programs; teachers to design the curriculum of physical education programs; and parents and guardians to understand their children's fitness levels.

After school sports and programs that support physical activity are to be supported at the school site and within the community. Information and resources regarding programs shall be made available to parents/guardians.

Physically active students become physically active adults because they are physically competent, enjoy physical activity, understand sport/activity protocols, understand and accept their tendencies and preferences and have participated in a plethora of activities.

*The Physical education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve* represents the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. *Education Code* section 51210 requires 200 minutes of physical education every 10 school days for students in grades one through six, and *Education Code* section 51222 provides for 400 minutes of physical education every 10 school days for students in grades seven through twelve.

*The Physical Education Model Content Standards* establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

There are five overall model content standards for elementary and middle school children. They are:

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

- Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Standard 3: Assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

For high school youth, there are only three overall model content standards. They are:

- Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies to perform a variety of physical activities.
- Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

To fulfill the requirement for high school graduation, students must take two years of physical education in high school.

**Nutrition** - The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Promoting nutritional integrity in school will be a cooperative effort between child nutrition professionals, teachers, staff, administrators, parents, community and students.

Schools are encouraged to:

- Create an environment which supports healthy eating practices and allows adequate time for food consumption.
- Maintain dining areas that are pleasant, clean and inviting places to eat school meals.
- Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program.
- Establish a greater collaboration between the Child Nutrition Department and the classroom, including nutrition education for parents, staff and students.

- Develop and practice good nutrition. All school activities including fund raising, classroom parties and incentive awards, should reflect the same sound nutritional education practices that are taught in the classroom and implemented by the Child Nutrition Department.
- Comply with sanitation and safety requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-114455.
- Comply with California Education code, State and Federal Law regarding food.
- Maintain nutritional integrity. Nutritional integrity is a guaranteed level of performance that assures that foods available in schools for children are consistent with the recommended dietary allowances and dietary guidelines and when consumed, contributes to the development of lifelong, healthy eating habits.

Child Nutrition is committed to:

- Monitoring student meal preferences on an on-going basis.
- Providing children with a wide variety of foods to choose from with a strong emphasis on fresh, healthful and low-fat foods including vending machines.
- Maintaining nutritional integrity.
- Emphasizing customer service.
- Creating a cafeteria that is viewed as a learning environment.
- Supporting professional development for Child Nutrition staff.
- Providing Child Nutrition staff with training in food safety, marketing, preparation and service of healthy menu items.
- Encouraging student, parent, teacher, administrator and community involvement.
- Marketing the school lunch program through a wide variety of school resources such as special food promotions, student and parent groups.
- Providing to parents, teachers, administrators and staff, information on safe and healthy foods that would be acceptable for special events.

- Working with all stakeholders to make available to them a variety of nutritional education information.
- Comply with Federal and State Regulations.
- Work with industry to provide healthful food options.

Parents are encouraged to:

- Support the District's nutrition education efforts by adhering to nutritional integrity when selecting any snacks which they may donate for occasional class parties.
- Consider nutrition when selecting snacks and lunches brought from home.

Fundraising/Food Outside the Cafeteria:

The site administration expects the sale of nutritious foods. Therefore, all fundraising activities involving the sale of food must be in conjunction with all State and Federal regulations regarding child nutrition. Parent organizations must plan food sales for after school hours so that there is no interference with the school's breakfast and lunch programs. Student and parent organizations may contract with the Child Nutrition Department for acquisition of food to be sold on campus for the purpose of fundraising after school. Any on-site vending machines are for the sole use of the Child Nutrition Department (with the exception of the eight (8) existing machines at high schools).

Nutrition Standards:

Attached are the San Lorenzo Unified School District Nutrition Standards. The attached standards will not supercede the law. If a law conflicts with the attached nutrition standards, the law will take the place of nutrition standards.

Definitions:

Nutritional Integrity - a guaranteed level of performance that assures that foods available in schools for children are consistent with recommended dietary allowances and dietary guidelines and when consumed, contributes to the development of lifelong, healthy eating habits.

Customer Service – The ability of Child Nutrition to meet the customer's needs as feasible.

**Federal Regulations Definitions:**

Competitive Foods: means any foods sold to children during meal periods in competition with the Child Nutrition program.

Food of Minimal Nutritional Value (FMNV): means foods which provide less than 5% of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving.

The eight nutrients to be assessed for this purpose are - protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium and iron. The categories of FMNV include: soda water, water ices, chewing gum, certain candies, hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.

**III. IMPLEMENTATION/EFFECTIVENESS**

The Superintendent or appropriate designees in collaboration with administrators, teachers, community agencies who will oversee the implementation of the local wellness policy. Their responsibility will be to ensure that the school implement and sustain the local wellness policy.

**Legal References:**

Health and Safety Code

113700-114455 Health and Safety Code

Federal Regulations Definition

210.11 Federal Register

Code of Regulations, Title 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

United States Code, Title 20

1232g Federal Educational Rights and Privacy Act

6301-6514 Title 1 programs

United States Code, Title 42

1751-1769 National lunch Programs

1771-1791 Child Nutrition

1773 School breakfast program

Code of Regulations, Title 5

15500-15501 Food Sales by student organizations

15500 Food sales in elementary schools

15501 Sales in high schools and junior high school

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast program

Education Code

- Ed Code Sec. 204 of S. 2507 Local Wellness Policy
- E.C. 38080-38103 Cafeteria, establishment and use
- E.C. 38085-Sale of specified food items
- E.C. 45103.5 Contracts for management consulting services; restrictions
- E.C. 48931 Authorization and sale of food
- E.C. 49430-49436 Pupil Nutrition, Health, Achievement Act of 2001
- E.C. 49490-49493 School Breakfast and lunch programs
- E.C. 49500-49505 School meals
- E.C. 49510-49520 Nutrition
- E.C. 49530-49536 Child Nutrition Act
- E.C. 49547-48548.3 Comprehensive nutrition services
- E.C. 49550-49560 Meals for needy students
- E.C. 49570 National School Lunch Act
- Ed Code Sec. 51210 Course of study, Grades 1- 6
- Ed Code Sec. 51220 Course of studeny, grades 7- 12
- Ed Cose Sec. 511220 Physical Education
- E.C. 51520 School premises; prohibited solicitations

Board Adopted: March 1, 2005

**Elementary Schools (Schools with Grades 5 or lower)**

Issue	Standards	Rationale
General Statement	<ul style="list-style-type: none"> <li>• Items sold ala carte are intended to supplement meals from school and/or from home, not to compete with the reimbursable meal.</li> <li>• Limit beverage sales to juice and milk.</li> <li>• No foods of minimal nutritional value (FMNV).</li> </ul>	<p>Children who buy the reimbursable meal receive more nutrients than those who purchase ala carte.</p> <p>Extras consumed may result in rejection of meal items and/or overeating.</p>
Beverages	<ul style="list-style-type: none"> <li>• Beverages sold ala carte may not exceed 250 calories.</li> <li>• Water, unflavored.</li> <li>• Fruit juices must contain 100 % juice.</li> <li>• Milk, any type, reduced fat.</li> <li>• No beverage larger than 12 oz, except waters.</li> <li>• No beverage of minimal nutritional value.</li> <li>• No artificial sweeteners.</li> </ul>	<p>Excessive fluid intake results in rejection of other foods that provide required nutrients. Fluids from natural sources are essential to good health.</p> <p>Fruits and vegetables contain vitamins and minerals.</p>
Snacks Desserts	<ul style="list-style-type: none"> <li>• Snacks and desserts served may not exceed 150 calories.</li> <li>• Exception: if served on the menu meeting nutrient standards or the meal pattern for the grade group for the week.</li> <li>• No foods of minimal nutritional value (FMNV).</li> </ul>	<p>Snacks are intended to supplement a meal. There are variations in calorie requirements for individuals that justify the availability of items in conjunction with the meal. Extra calories can result in the rejection of meal items and/or overeating.</p>
Food Outside the Child Nutrition Program	<ul style="list-style-type: none"> <li>• Fundraising sales of food or beverage items can only occur off campus or 1/2 hour after school ends.</li> <li>• Classroom parties, giveaways and other school functions can not compete with the National School Lunch and Breakfast Program begins and needs to adhere to the same standards as the Child Nutrition program and health department regulations.</li> <li>• Non-school approved sales or fundraisers may not occur at anytime on school campus.</li> </ul>	<p>Laws and regulations.</p> <p>District policy states that no sales of food or beverage items may be sold during the school day except for the Child Nutrition program. Extra calories can result in the rejection of meal items and/or overeating.</p>

**Middle Schools (Schools with Grades 6-8)**

Issue	Standards	Rationale
General Statement	<ul style="list-style-type: none"> <li>Items sold ala carte are intended to supplement meals from school and/or home, not to compete with the reimbursable meal. In addition, at this grade level, limited entrée items may be offered for those who choose not to participate in the meal program.</li> <li>Any item served on the reimbursable meal menu may be offered ala carte.</li> <li>No foods of minimal nutritional value (FMNV).</li> </ul>	<p>Children who buy the reimbursable meals receive more nutrients than those who purchase ala carte. Extras consumed may result in rejection of meal items and/or overeating.</p>
Beverages	<ul style="list-style-type: none"> <li>Beverages sold ala carte may not exceed 250 calories.</li> <li>Water, unflavored or flavored.</li> <li>Fruit juices must contain <math>\geq 50\%</math> juice.</li> <li>Milk, any type, reduced fat.</li> <li>Other beverages <math>\leq 25</math> gm added sugar per 12 oz.</li> <li>No beverages of minimal nutritional value.</li> <li>No beverage larger than 12 oz. except waters.</li> </ul>	<p>Standards for meals show an increase need in caloric intake by approximately 20% from elementary school to middle school. Excessive fluid intake results in rejection of other foods that provide required nutrients. Ala carte beverages are not intended to replace a meal.</p>
Snacks Desserts	<ul style="list-style-type: none"> <li>Snacks and desserts sold ala carte may not exceed 300 calories. Exception: if served on the menu meeting nutrient standards or the meal pattern for the grade group for the week.</li> </ul>	<p>Snacks sold ala carte are intended to supplement a meal. There are variations in calorie requirements for individuals that justify the availability of items in conjunction with the meal. Snacks are not intended to replace a meal.</p>
Entrees	<ul style="list-style-type: none"> <li>Entrees not on the menu that are offered for sale <math>\leq 650</math> calories.</li> <li><i>Menu planners are encouraged to increase meal entrée choices in an effort to increase participation in reimbursable meal programs and entice students away from purchasing ala carte.</i></li> </ul>	<p>The calorie nutrient standard for lunch for this group is 783 calories on average; more for active and male students and less for inactive and female students. Items not offered on the reimbursable meal detract from meal sales, the best source for a healthy diet.</p>
Food Outside the Child Nutrition Program	<ul style="list-style-type: none"> <li>Fundraising sales of food or beverage items can only occur off campus or 1/2 hour after school ends.</li> <li>Classroom parties, giveaways and other school functions can not compete with the National School Lunch and Breakfast Program and needs to adhere to the same standards as the Child Nutrition Program and health department regulations.</li> <li>Non-school approved sales or fundraisers may not occur at anytime on school campus.</li> </ul>	<p>Laws and regulations. District policy states that no sales of food or beverage items may be sold during the school day except for the Child Nutrition Program. Extra calories can result in the rejection of meal items and/or overeating.</p>

**EXHIBIT C**

**High Schools (Schools with Grades 9-12)**

<b>Issue</b>	<b>Standard</b>	<b>Rationale</b>
General Statement	<ul style="list-style-type: none"> <li>• At this grade level many alternatives to the meal may be offered.</li> <li>• The Child Nutrition Department will continue to offer a wide variety of food items; emphasizing healthy and nutritious items.</li> <li>• Foods sold to children in school will ensure a balance between optimal nutrition and student acceptance.</li> </ul>	<p>The caloric nutrient standard for lunch for this group is 867 calories on average; more for active and male students and less for inactive and female students.</p> <p>There are no current Federal or State nutrition regulations limiting the sale of food or beverage items.</p> <p>Open campus.</p>
Food Outside the Child Nutrition Program	<ul style="list-style-type: none"> <li>• No sales of foods outside the Child Nutrition program until after the school day ends with the exception of the already established vending machines.</li> <li>• Vending machines will have to conform to any legislation.</li> <li>• Fundraising sales of food or beverage items can only occur off campus or 1/2 hour after school ends.</li> <li>• Non-school approved sales or fundraisers may not occur at anytime on school campus.</li> </ul>	Laws and regulations.