



WELLNESS-PHYSICAL ACTIVITY

POLICY ISSUE/SITUATION:

The School Board has requested reports yearly against the Strategic Plan. The following report is the Annual Wellness Report from Teaching & Learning. This report includes data specific to Wellness measures the board has identified in the following areas:

- Participation in state-required minutes of PE class
- Recess minutes at the elementary level
- Participation in school- sponsored athletics at the high school level
- Participation in non-school sponsored athletics at the high school level

RECOMMENDATION:

It is recommended that the Board review and discuss this report.

Wellness – Physical Activity

The Beaverton School District recognizes the need and overall benefits to our students of developing life-long skills to ensure a healthy and active lifestyle. To encourage physical activity, students in Beaverton schools:

- Participate in K-12 PE classes
- Have regular recess periods in K-5 schools
- Have access to school-sponsored athletics in our high-schools

Physical Activity Measurements

	2007 -08	2008 -09	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15 Goal	2015 -16 Goal
Strategic Plan Measurement									
% of students receiving 2017 requirements outlined in HB 3141 (150 min. K-5, 225 min. 6-8)	5%	6%	14%	8%	4%	0%	0%	0%	TBD
Number of minutes recess time (average)							32.5	100%	100%
% students participating in school-sponsored athletics					46%	46%	46%	50%	50%
% students participating in non-school-sponsored athletics							34%	36%	40%

PE support is in place at each elementary school to provide a minimum of 90 minutes of instruction in a five or six-day rotation for the 2014-15 school year. To provide this level of PE time this school year, BSD allocated 13.7 additional APU to PE staff at the elementary level.

Middle school students receive a range of 86 to 190 minutes of PE instruction per week on an every other day rotation, or A/B schedule. The range of minutes varies based on master schedules and instructional needs of students. With the increase in staffing at the middle level for the 2014-15 school year, BSD allocated an additional 6.33 APU to PE programs based on building schedules and programs.

Physical Activity Goals and Next Steps

The Beaverton School District desires to provide increased access to physical activity for all students. To work toward this goal, we recommend that we create an Active Students Task Force charged with determining strategies to fully implement HB 3141 and researching best practices to encourage student physical activity. We also expect this group to recommend ongoing reporting requirements to assist the board in overseeing physical activity.

Physical Activity Data

Percentage of Students Receiving State-Required Minutes of P.E.							
School Name	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Beaverton School District	5%	6%	14%	8%	4%	0%	0%
Aloha-Huber Park K-8 School	0%	0%	20%	0%	0%	0%	0%
Arts & Communication Magnet Academy	0%	39%	0%	0%	0%	0%	0%
Barnes Elementary School	0%	0%	0%	0%	0%	0%	0%
Beaver Acres Elementary School	0%	0%	0%	0%	0%	0%	0%
Bethany Elementary School	0%	0%	0%	100%	100%	0%	0%
Bonny Slope Elementary School	0%	0%	0%	0%	0%	0%	0%
Cedar Mill Elementary School	0%	0%	0%	0%	0%	0%	0%
Cedar Park Middle School	100%	0%	0%	0%	0%	0%	0%
Chehalem Elementary School	0%	0%	0%	0%	0%	0%	0%
Conestoga Middle School	0%	0%	0%	0%	0%	0%	0%
Cooper Mountain Elementary School	0%	0%	0%	0%	0%	0%	0%
Elmonica Elementary School	0%	0%	0%	0%	0%	0%	0%
Errol Hassell Elementary School	0%	0%	0%	0%	0%	0%	0%
Findley Elementary	0%	0%	0%	0%	0%	0%	0%
Fir Grove Elementary School	100%	0%	0%	0%	0%	0%	0%
Five Oaks Middle School	0%	100%	100%	100%	0%	0%	0%
Greenway Elementary School	0%	0%	0%	0%	0%	0%	0%
Hazeldale Elementary School	0%	0%	0%	0%	0%	0%	0%
Health & Science School	0%	100%	0%	100%	100%	0%	0%
Highland Park Middle School	0%	0%	0%	0%	0%	0%	0%
Hiteon Elementary School	0%	0%	0%	0%	0%	0%	0%
International School of Beaverton	0%	0%	0%	0%	0%	0%	0%
Jacob Wismer Elementary School	0%	0%	0%	0%	0%	0%	0%
Kinnaman Elementary School	0%	0%	0%	0%	0%	0%	0%
McKay Elementary School	0%	0%	0%	0%	0%	0%	0%
McKinley Elementary School	0%	0%	0%	0%	0%	0%	0%
Meadow Park Middle School	0%	0%	0%	0%	0%	0%	0%
Montclair Elementary School	0%	0%	0%	0%	0%	0%	0%
Mountain View Middle School	0%	0%	100%	0%	0%	0%	0%
Nancy Ryles Elementary School	0%	0%	0%	0%	0%	0%	0%
Oak Hills Elementary School	0%	0%	0%	0%	0%	0%	0%
Raleigh Hills K-8 School	0%	0%	0%	0%	0%	0%	0%
Raleigh Park Elementary School	0%	0%	0%	0%	0%	0%	0%
Ridgewood Elementary School	0%	0%	0%	0%	0%	0%	0%
Rock Creek Elementary School	0%	0%	0%	0%	0%	0%	0%
Scholls Heights Elementary School	0%	0%	0%	0%	0%	0%	0%
Sexton Mountain Elementary School	0%	0%	0%	0%	0%	0%	0%

Springville K-8 School	0%	0%	0%	0%	0%	0%	0%
Stoller Middle School	0%	0%	0%	0%	0%	0%	0%
Terra Linda Elementary School	0%	0%	0%	0%	0%	0%	0%
Vose Elementary School	0%	0%	0%	0%	0%	0%	0%
West Tualatin View Elementary School	0%	0%	0%	0%	0%	0%	0%
Whitford Middle School	0%	0%	0%	0%	0%	0%	0%
William Walker Elementary School	0%	0%	0%	0%	0%	0%	0%

Recess Minutes/Day, Grades 1-5	
School Name	2013-14
Beaverton School District	32.5
Aloha-Huber Park K-8 School	20
Barnes Elementary School	40
Beaver Acres Elementary School	20
Bethany Elementary School	35
Bonny Slope Elementary School	21
Cedar Mill Elementary School	32
Chehalem Elementary School	35
Cooper Mountain Elementary School	35
Elmonica Elementary School	20
Errol Hassell Elementary School	35
Findley Elementary	35
Fir Grove Elementary School	35
Greenway Elementary School	35
Hazeldale Elementary School	29
Hiteon Elementary School	35
Jacob Wismer Elementary School	35
Kinnaman Elementary School	35
McKay Elementary School	35
McKinley Elementary School	35
Montclair Elementary School	35
Nancy Ryles Elementary School	35
Oak Hills Elementary School	35
Raleigh Hills K-8 School	35
Raleigh Park Elementary School	35
Ridgewood Elementary School	35
Rock Creek Elementary School	35
Scholls Heights Elementary School	35
Sexton Mountain Elementary School	35
Springville K-8 School	35
Terra Linda Elementary School	35
Vose Elementary School	28
West Tualatin View Elementary School	40
William Walker Elementary School	31

School Sponsored Athletics			
Beaverton School District	2011-12	2012-13	2013-14
All Students	46%	46%	46%
Male	49%	43%	50%
Female	44%	50%	44%
LGBTQ	38%	29%	34%
Asian	40%	44%	42%
Pacific Islander	54%	46%	54%
Black	59%	52%	58%
Hispanic	39%	35%	37%
American Indian/Alaskan Native	51%	52%	32%
White	50%	51%	52%
Multi-Racial	53%	49%	52%

School	School Name (School Sponsored Athletics)	2011-12	2012-13	2013-14
1186	Aloha High School	45%	41%	45%
1304	Arts & Communication Magnet Academy	26%	24%	30%
1187	Beaverton High School	54%	51%	50%
1305	Community School	<5%	9%	9%
4638	Health & Science School	28%	35%	31%
4474	International School of Beaverton	35%	40%	37%
1314	School of Science & Technology	24%	26%	20%
2783	Southridge High School	53%	54%	53%
1188	Sunset High School	50%	53%	52%
1320	Westview High School	49%	45%	46%

School Sponsored Athletics 2013-14		420	423	450	422	472	471	453	430	480	460
	BSD	AHS	ACMA	BHS	Comm School	HS2	ISB	SST	SRHS	SHS	WHS
All Students	46%	45%	30%	50%	9%	31%	37%	20%	53%	52%	46%
Male	50%	53%	31%	51%	7%	35%	38%	19%	59%	56%	48%
Female	44%	39%	32%	51%	12%	22%	36%	17%	49%	49%	45%
LGBTQ	34%	49%	35%	27%	7%	17%	23%		42%	27%	37%
Asian	42%	37%		49%		5%	31%		48%	50%	42%
Pacific Islander	54%	50%		64%					53%		
Black	58%	48%		69%					53%	70%	64%
Hispanic	37%	36%	54%	33%	10%	24%	26%	8%	53%	35%	41%
American Indian /Alaskan Native	32%										
White	52%	54%	27%	59%	13%	42%	44%	21%	56%	58%	48%
Multi-Racial	52%	54%	19%	54%		50%	32%		59%	62%	48%

Non-School Sponsored Athletics		
Beaverton School District	2012-13	2013-14
All Students		34%
Male		37%
Female		33%
LGBTQ		22%
Asian		36%
Pacific Islander		35%
Black		30%
Hispanic		23%
American Indian/Alaskan Native		32%
White		39%
Multi-Racial/Multi-Ethnic		44%

School	School Name (Non-school Sponsored Athletics)	2012-13	2013-14
1186	Aloha High School		21%
1304	Arts & Communication Magnet Academy		29%
1187	Beaverton High School		30%
1180	Cedar Park Middle School		51%
1305	Community School		19%
1319	Conestoga Middle School		53%
1181	Five Oaks Middle School		25%
4638	Health & Science School		33%
1184	Highland Park Middle School		47%
4474	International School of Beaverton		50%
1182	Meadow Park Middle School		47%
1183	Mountain View Middle School		29%
1314	School of Science & Technology		29%
2783	Southridge High School		31%
2782	Stoller Middle School		56%
1188	Sunset High School		32%
1320	Westview High School		29%
1185	Whitford Middle School		32%

References:

Policy and AR EFA: Wellness Policy/Wellness Program

Wellness Policy

The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Additional research indicates that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the Superintendent, or designee, shall prepare and implement a comprehensive District Wellness Program that meets minimum state requirements and is consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing physical education/activity, healthy eating through nutrition education, serving healthy and appealing foods at District schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate. The input of staff, students, parents, the public, representatives of the District Nutrition Services Department, and public health professionals will be encouraged. The Superintendent, or designee, will develop administrative regulations as necessary to implement the goals of this policy throughout the District.

Physical Education/Activity Goal

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education, required by ORS 329.045. Teachers of physical education shall regularly participate in professional development activities.

Students with disabilities shall have suitably adapted physical education incorporated as part of the individualized education program (IEP) developed for the student under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction shall have suitably adapted physical education incorporated as part of an individualized health plan developed for the student by the school district or public charter school.

Physical activity should be included in a school's daily education program from grades pre-K through 12. Physical activity should include regular instructional physical education as well as co-curricular activities, and recess. Recess is to be free play/free choice time. Recess should not be withheld to do school work or as punishment, except for safety reasons. The District will develop and assess student performance standards and program minute requirements in order to meet the Oregon Department of Education's physical education content standards.

Nutrition Education Goal

Nutrition education shall be taught as part of the pre-kindergarten through grade 12 Beaverton School District Comprehensive Health Education curriculum by a health specialist or trained classroom teacher. To reinforce the learning targets addressed in the nutrition education curriculum, coordination with the District's Nutrition Services Department is recommended. In addition, other curriculum areas are encouraged to integrate nutrition education into their programs.

Nutrition Guidelines Goal

It is the intent of the Board that District schools take a proactive approach to provide students with nutritious food choices.

The District shall enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The Superintendent, or designee, shall develop administrative regulations necessary to meet the requirements of state and federal law for these programs. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0)).

All food and beverage items (except those as part of the United States Department of Agriculture's National School Lunch Program and/or School Breakfast Program), sold in a K-12 public school as part of the regular or extended school day shall meet minimum standards as set forth in state law.

Although the Board requires the District's Nutrition Services Department to be financially self-supporting, it recognizes that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with Federal law, the District's National School Lunch Program, (NSLP) and School Breakfast Program (SBP), shall be nonprofit.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, and fund-raising activities and refreshments that are made available at school parties, celebrations and meetings),

including provisions for staff development, family and community involvement and program evaluation.

Other School Based Activities Designed to Promote Wellness Goal

The Board recognizes the importance of creating a total school environment that is conducive to good health including good nutrition, physical activity, psychosocial well-being, and consumer awareness.

Sustainability is integral to wellness and should be a guiding principle for the District’s Wellness Policy and its implementation.

Evaluation and Monitoring of the Wellness Policy

The Board will review this policy and measure implementation annually. In an effort to measure the implementation of this policy, the Board designates the Superintendent, or designee, as the person who will be responsible for ensuring the District meets the goals outlined in this policy.

END OF POLICY

Legal Reference(s):

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-051-0100](#)

[OAR 581-051-0310](#)

[OAR 581-051-0305](#)

[OAR 581-051-0400](#)

National School Lunch Program, 7 CFR Part 210 (2001).

School Breakfast Program, 7 CFR Part 220 (2001).

Child Nutrition and WIC Reauthorization Act of 2004 § 204, 42 U.S.C. § 1751 (2004).

WELLNESS PROGRAM

I. PHYSICAL EDUCATION/ACTIVITY

In order to insure students are afforded the opportunity to engage in physical activity in the school setting, the following guidelines apply:

- A. Physical education will be a course of study that focuses on students' development of motor skills, movement forms, and health related fitness;
- B. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge;
- C. All physical education classes will be taught by appropriately certified teachers.
- D. Physical education instruction shall be a sequential, developmentally appropriate curriculum that is designed, implemented and evaluated to help students develop the knowledge, motor skills, self management skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives.
 1. Physical Education/Activity K-8
 2. All students in grades K-8, including students with disabilities, special health-care needs and in alternative educational settings, will have the opportunity for physical activity in PE class and/or recess, for an average of 150 minutes per week for elementary and 225 minutes per week for middle school.
 3. Physical Education/Activity 9-12
 4. All high school students in grades 9-12, including students with disabilities, will earn the state required one credit of physical education.
- E. Daily Recess
 1. All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity through the provision of space, equipment, and verbal support.
 2. As a part of the overall instructional program, teachers and other school personnel will limit the use of physical activity (i.e. running laps, push-ups etc.) or the withholding of physical activity opportunities, (e.g. recess, physical education), as a consequence for poor behavior.
 3. Schools should discourage extended periods (i.e. periods of two or more hours) of inactivity.
- F. Schools are encouraged to explore other staff facilitated approaches to expand the opportunities for physical activities before school, after school and during lunch periods.
- G. Integrating Physical Activity into the Classroom Setting

1. For students to receive the nationally-recommended amount of daily physical activity (i.e. at least 60 minutes/day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end, it is recommended that:
 - a. Classroom teachers provide short physical activity breaks between lessons or classes as appropriate;
 - b. Opportunities for physical activity will be incorporated into other subject lessons;
 - c. Classroom health education complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television.

H. Safe Routes to School

1. The school district will assess whether improvements are needed to make it safer and easier for students to walk or bike to school and will address the needed improvements to the extent appropriate.
2. When appropriate, the district will work together with local public works, public safety, and/or police departments in these efforts.
3. The school district will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements.

II. NUTRITION EDUCATION

A. Instructional Program Design

Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at all levels. Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with the state and district health education standards. Refer to the Beaverton School District Health Education Curriculum Maps for details. Nutrition education at all levels of the district's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

1. Age-appropriate nutrition knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparations, handling and food storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, critically evaluating nutrition information and commercial food advertising,
3. How to assess one's personal eating habits, set appropriate nutrition goals and strategies to achieve those goals.

Nutrition education instruction shall stress the appealing aspects of healthy eating and include participatory, developmentally appropriate activities. The program shall include strategies designed to engage families as partners in their children's education.

B. Staff Qualifications

1. Staff responsible for nutrition education will be trained and appropriately certified teachers. Staff responsible shall be adequately prepared and participate in professional development activities to effectively deliver nutrition education as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits. School administrators will inform teachers about opportunities to attend training on nutrition.

C. Staff as Role Models

1. School staff is encouraged to model healthy eating behaviors.

D. Coordination of Programs

Nutrition instruction is closely coordinated with the school's nutrition services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible.

III. NUTRITION GUIDELINES

Board policy states that, "It is the intent of the Board that district schools take a proactive approach to provide students with nutritious food choices." The following nutrition guidelines address:

- Meals and snacks served as part of the National School Lunch and Breakfast programs.
- All foods sold individually, (i.e. foods sold outside of reimbursable meals, such as through vending machines, cafeteria a la carte lines, fund raisers, school stores, school sponsored events, etc.)
- All foods served at school-sponsored events or given as rewards at school.

A. School Meals

1. Meals served through the National School Lunch and Breakfast Programs will:
 - a. be appealing and attractive to children;
 - b. be served in clean and pleasant settings;
 - c. meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
 - d. offer a variety of fruits and vegetables;
 - e. serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non dairy alternatives (to be defined by USDA);
 - f. ensure that half of the served grains come from whole grain sources.
1. Customer Input: Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices.
2. Nutrition Information: In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu board, placards, or other point-of-purchase materials.

3. Modified meals are prepared for students with special food needs:
 - a. The district will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food or foods to be omitted and the food or choice of foods that must be substituted;
 - b. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietitian or nurse practitioner. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of food(s) that may be substituted in place of the lunch or
 - c. breakfast menu being served.
4. Breakfast - To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:
 - a. Schools will operate the School Breakfast Program;
 - b. Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including service in the cafeteria or breakfast in the classroom, "grab-and-go" breakfast, or breakfast during a morning break or recess;
 - c. Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program;
 - d. Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.
5. Summer Food Service Program: Schools in which more than 50% of students are eligible for free or reduced-price school meals will coordinate these programs to provide access to the Summer Food Service Program attendance areas. The Summer Food Service Program will serve meals for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

B. Foods & Beverage Items Sold Separately from School Meals

1. All foods & beverage items sold separately from a complete school breakfast or lunch (e.g., such as through vending machines, cafeteria a la carte lines, fundraisers, school/student stores, etc.), shall meet:
 - a. Minimum federal requirements for foods sold in competition with school meals. Appendix A contains the minimum federal requirements.
 - b. Minimum state requirements for foods sold during the school day or during extended school hours for activities such as clubs, yearbook, athletic practice, band and drama rehearsals. The standards cover fundraisers during school, but not athletic events, theater performances and recitals or other gatherings where parents/community members are significant parts of the audience. Appendix B contains the minimum state requirements

2. Elementary Schools

Given young children's limited nutrition skills, food at meal times in elementary schools should be sold as balanced meals. However, if available, foods and beverages sold separately from a complete school breakfast or lunch shall meet the minimum federal requirements outlined in Appendix A, and the minimum state requirements outlined in Appendix B.

IV. OTHER SCHOOL BASED ACTIVITIES DESIGNED TO PROMOTE WELLNESS

The goal of the wellness policy is to create a District environment conducive to good health.

A. Fundraising Activities

To support children's health and school nutrition-education efforts, school fundraising activities during the school day, or through programs for students 30 minutes before or after the school day will use foods that meet the above District nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for healthful fundraising activities on the Nutrition Services department web page.

1. Snacks served during the school day or in after-school care or enrichment programs will meet at least the USDA after-school snack nutrition guidelines. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The District will provide a list of healthful snack items on the Nutrition Services department web page that can be accessed by teachers, after-school program personnel, and parents.
2. If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the Nation School Lunch Program.

B. Reward/Consequences for Poor Behavior

1. Schools will not routinely use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as consequences for poor behavior.

C. Celebrations

1. Schools are encouraged to limit celebrations that involve food during the school day to no more than one party per class per term. Each party may include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will make available a list of healthy party ideas to parents and teachers.

D. School-Sponsored Events (such as but not limited to, athletic events, dances or performances.)

1. Food and beverages offered or sold at school-sponsored events outside the school day will include healthy options for meals or for foods and beverages sold individually.

E. Staff Functions

1. Food and beverages offered or sold at Staff functions/events during the school day will include healthy options for foods and beverages.

F. Eating Environment

1. The National Association of State Boards of Education recommends that students should be provided adequate time to eat sitting down; at least 10 minutes for breakfast and 20 minutes for lunch. Lunch periods will be scheduled as near the middle of the school day as possible. The district will support the piloting of recess before lunch scheduling at elementary schools. Dining areas will have enough space for seating all students, scheduled for a given meal period.

G. Communications with Parents

1. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children by:
 - a. Encouraging parents to purchase school meals or pack healthy meals and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.
 - b. Providing information about nutrition, physical education and other school-based physical activity opportunities before, during, and after the school day and support parents' efforts to provide their children with opportunities to be physically active outside of school.
2. The information above may be made available through:
 - a. The District website
 - b. Newsletters
 - c. Other take-home materials
 - d. Special events
 - e. Physical education homework
 - f. Health class homework
 - g. School handbooks
 - h. School menus

H. Locally Grown/Sustainable Food

1. The district will work towards increasing the purchase of food and other products that are locally grown or produced and those that use sustainable practices.

V. MONITORING AND POLICY REVIEW

A. Monitoring

The Superintendent or designee will ensure compliance with the district-wide wellness policy and administrative regulations.

1. In each school, the principal or designee will ensure compliance with the policy and applicable administrative regulations and will report on the school's compliance to the school district superintendent or designee.
2. Nutrition Services staff, will evaluate compliance with the nutrition portions of the Wellness Policy and Administrative Regulations within school food Service areas and will report on this matter to the Superintendent or designee.
3. The Superintendent or designee will report annually to the School Board on district-wide compliance with the District's Wellness Policy and Administrative Regulations, based on input from schools and the Nutrition Services Department within the District. This report will be provided to the school board and

also made available to all school health councils, parent/teacher organizations, school principals, Wellness Team and school health services personnel in the District.

B. Policy Review

To assist with implementation of the District's Wellness Policy and Administrative regulations, each school in the District will conduct a baseline assessment of the school's compliance with the wellness policy and administrative regulations.

1. The results of those school assessments will be compiled at the District level to identify and prioritize needs.
2. Assessments will be repeated every three years to help review policy compliance, assess progress toward compliance and determine areas of needed of improvement.
3. As part of that review, the District will review the nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education practices and program elements.

Appendix A

- I. Federal regulations for foods sold separately from complete school breakfast or lunch include the following:
- A. Food or beverages sold in competition with the School Breakfast Program, (SBP), or the National School Lunch Program, (NSLP), shall be allowed during the breakfast and/or lunch periods only if the funds accrue to the nonprofit nutrition services program, the school, or student organizations as may be defined by _____(the district school board.)
 - B. Only foods or beverages exempted from, or not listed as belonging in the “Categories of Foods of Minimal Nutritional Value” in federal regulations 7 CFR 210. Appendix B, may be sold inside the food service area during the breakfast and/or lunch periods. "Foodservice Area" means any area on school premises where NSLP and SBP meals are both served and eaten. Areas where students eat NSLP and SBP meals that are completely separate from the serving area are also considered part of the foodservice area.
 - C. The Categories of Foods of Minimal Nutritional Value from 7 CFR 210 Appendix B are:
 - (1) **Soda Water**--A class of beverages made by absorbing carbon dioxide in potable water. The amount of carbon dioxide used is not less than that which will be absorbed by the beverage at a pressure of one atmosphere and at a temperature of 60 deg. F. It either contains no alcohol or only such alcohol, not in excess of 0.5 percent by weight of the finished beverage, as is contributed by the flavoring ingredient used. No product shall be excluded from this definition because it contains artificial sweeteners or discrete nutrients added to the food such as vitamins, minerals and protein.
 - (2) **Water Ices**--As defined by 21 CFR 135.160 Food and Drug Administration Regulations except that water ices which contain fruit or fruit juices are not included in this definition.
 - (3) **Chewing Gum**--Flavored products from natural or synthetic gums and other ingredients which form an insoluble mass for chewing.
 - (4) **Certain Candies**--Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:
 - (i) **Hard Candy**--A product made predominantly from sugar(sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops
 - (ii) **Jellies and Gums**--A mixture of carbohydrates which are combined to form a stable gelatinous system of jelly-like character, and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.
 - (iii) **Marshmallow Candies**--An aerated confection composed as sugar, corn syrup, invert sugar, 20 percent water and gelatin oregg white to which flavors and colors may be added.
 - (iv) **Fondant**--A product consisting of microscopic-sized sugar crystals which are separated by thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
 - (v) **Licorice**--A product made predominantly from sugar and cornsyrup which is flavored with an extract made from the licorice root.
 - (vi) **Spun Candy**--A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a specialmachine.
 - (vii) **Candy Coated Popcorn**--Popcorn which is coated with amixture made predominantly from sugar and corn syrup.

Appendix B

The Oregon Law 336.423 requirements for nutrition standards for foods sold separately from a complete school breakfast or lunch are:

Effective dates: 2008-2009 school year- Snack items, beverages and prepackaged entrée foods

2009-2010 school year- On site prepared snacks and entrees

Snack items: Foods generally regarded as supplementing a meal (such as chips, crackers, yogurt, nachos, French fries, doughnuts, cookies and pastries)

	Grades K-5	Grades 6-8	Grades 9-12
Serving Size	Single serving package	Single serving package	Single serving package
Calories per serving	150 or less	180 or less	200 or less
Total Calories from fat*	35% or less (1 g total fat/26 calories)	35% or less (1 g total fat/26 calories)	35% or less (1 g total fat/26 calories)
Saturated fat**	10% 1 g sat.fat/90 calories	10% 1 g sat.fat/90 calories	10% 1 g sat.fat/90 calories
Trans fat (gram)	0.5 g or less	0.5 g or less	0.5 g or less
Sugar Content by weight***	35% or less Sugar grams/Serving Size weight	35% or less Sugar grams/Serving Size weight	35% or less Sugar grams/Serving Size weight

* Total Calories from fat limit does not apply to snacks that are legumes, nuts, nut butters, seeds, eggs, non-fried vegetables and cheese

**Saturate Fat limit does not apply to snack items that are nuts, eggs and cheese

***Sugar limit does not apply to fruits and vegetables

Entrée items: **Foods generally regarded as being the primary food in a meal (sandwiches, burritos, pizza, pasta)**

	All Grade Levels
Serving Size	Single serving package
Calories per serving	450 or less
Fat Content	4 g / 100 kcal - 36% or less

Beverages

	Grades K-5		Grades 6-8		Grades 9-12	
	Serving size limit	Calorie limit	Serving size limit	Calorie limit	Serving size limit	Calorie limit
Water	No limit		No Limit		No Limit	
Fruit or Vegetable Juice, 100% juice, no added sugar	8oz	120 calories (15 cal per oz)	10 oz	150 calories (15 cal per oz)	12 oz	180 calories (15 cal per oz)
Milk, low fat or fat free	8 oz	150 calories (18.8 cal per oz)	10 oz	190 calories (19 cal per oz)	12 oz	225 calories (18.8 cal per oz)
Low or No Calorie Beverages	May not be sold		May not be sold		No limit	10 calories per 8 oz.
Other Beverages	May not be sold		May not be sold		12 oz.	100 calories (8.3 cal per oz)

Contracts: New and renewed contracts for snack foods and beverages entered into after July 1, 2008 must comply with these standards.

If a previous contract is in place, the district shall comply with these rules to the greatest extent possible during the term of the contract.

Compliance: Annual compliance assurance to ODE

Link to Additional Resources regarding ORS 336.423, go to <http://www.ode.state.or.us/search/page/?id=2895>