

# Three Rivers School District

8550 New Hope Rd, PO Box 160, Murphy, OR 97533

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## The District's Wellness Program

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The district, in conjunction with parental efforts, is committed to providing intellectually stimulating school environments that promote and protect students' health, social and emotional well-being, and ability to learn by supporting healthy eating, physical activity, and other behaviors that contribute to student wellness. Good health fosters student attendance and educational attainment. Students need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

### Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

#### Definitions:

1. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) in food service areas during the meal periods;
2. "Dietary Guidelines for Americans" means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks;
3. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits;
4. "Foods of minimal nutritional value (FMNV)" means:
  - a. In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
  - b. In the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the 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;
  - c. Food that is classified into four categories:
    - (1) Carbonated soft drinks;
    - (2) Chewing gum;
    - (3) Water ices; and
    - (4) Certain candies made predominantly from sweeteners such as hard candy, licorice, jelly beans, gum drops, marshmallows, fondant, cotton candy and candy-coated popcorn.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten;
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.

## **Nutrition Education**

Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. 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 nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and 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 and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support district nutrition education efforts, the building principal is responsible for ensuring:

4. Nutrition instruction is closely coordinated with the school's nutrition and food 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;
5. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to: provide screening, referral and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., food stamps, local food pantries, summer food services program, child and adult care food program), and implement nutrition education and promotion activities for school staff, Board members and parents;
6. In keeping with the district's nutrition program goals, all classroom reward or incentive programs involving food items are reviewed for approval to ensure that the foods served meet the requirements of the district's nutrition policy and regulation (i.e., all foods served fit in a healthy diet as recommended in the Dietary Guidelines for Americans, and contribute to the development of lifelong healthy eating habits for the district's students).
7. Child Nutrition staff support nutrition education by marketing healthy meals and providing nutrition information to students and families.

Students will receive nutrition education that is interactive and teaches the skills they need to adopt lifelong habits of healthy eating. The curriculum will be based on the state health standard regarding the promotion of healthy eating: *Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic disease*

The district elementary detailed curriculum outlines the nutrition education that is to be provided at grades K-5. State benchmark standards will also help guide instruction.

### Kindergarten

- Naming foods from plants and animals
- Naming fruits and vegetables
- Identifying healthy snacks

### First Grade

- Identifying food groups and placing foods in various groups
- Making healthy food choices

#### Second Grade

- Understanding the Food Guide Pyramid
- Introducing dietary guidelines
- Making healthy food choices with introduction of fats and oils

#### Third Grade

- Introducing serving size
- Following dietary guidelines for healthy eating
- Examining personal eating habits
- Developing healthy eating habits

*Benchmark #1 (Grade 3): Recognize the importance of variety and moderation in food selection and consumption; Choose a variety of foods to eat from different food groups; Advocate for more fruits and vegetables at school.*

#### Fourth Grade

- Introducing nutrients, minerals and vitamins
- Understanding the importance of water
- Introducing proteins, carbohydrates, starches, sugars and salts
- Introducing unsaturated fats vs. saturated fats
- Reading food labels
- Understanding the function of preservatives and additives
- Developing healthy eating habits

### Fifth Grade

- Introducing simple and complex carbohydrates
- Introducing calories
- Introducing the digestive process
- Introducing cholesterol
- Evaluating nutrients in various foods
- Discussing hunger, appetite, satiety and eating disorders

*Benchmark #2 (Grade 5): Explain how healthful eating habits can lead to wellness; Describe how media, cultural, and family influences healthy eating.*

### Middle School

- Articulating the relationship between good nutrition and overall health
- Expanding on the Food Guide Pyramid and evaluating meal plans
- Discussing healthy weight control
- Studying vitamins and their benefits to the body
- Discussing eating disorders
- Developing healthy eating habits

*Benchmark #3 (Grade 8): Explain the importance of variety and moderation in food selection and consumption; Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating.*

### High School Health

- Describing factors that influence food choices
- Defining nutrients, the role of each class of nutrients in maintaining good health, food sources for each nutrient
- Contrasting complete and incomplete proteins
- Discussing properties of water-soluble and fat-soluble vitamins
- Describing the recommended range of servings for the food groups
- Explaining how to control fat, sugar and sodium intake
- Developing healthy eating habits

*Benchmark #4 (Grade 10): Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits; Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients; Set a personal goal based on a dietary analysis to enhance health.*

Attractive, current educational materials regarding nutrition shall be displayed in the dining area/cafeteria.

### **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:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of science, math, social studies, and language arts;
2. Physical education will be a course of study that focuses on students' development of motor skills, movement forms, and health related fitness;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge;
4. All physical education classes will be taught by highly qualified physical education instructors; and

5. A daily recess period will be provided which will not be used as a punishment or a reward.

[6. 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.]

Physical activity includes regular physical education, athletics and intramurals, and recess (at the elementary level). All students will be encouraged to participate in regular physical activity and will be provided with appropriate opportunities for participation in physical activity. Physical education instruction will be consistent with state adopted standards.

Recognizing the critical importance of sufficient physical activity for students, elementary schools will withhold recess for disciplinary reasons only as part of an individual or schoolwide plan. Access to physical education classes at any level will not be withheld for unrelated disciplinary reasons. Schools will be encouraged and supported to the extent practical to develop opportunities for students to engage in physical activity during the day.

Recess time will be provided at all elementary schools. All elementary schools will provide a minimum of 15 minutes of recess time per day. In addition, all elementary schools will provide a minimum 30 minute daily lunch period that provides for at least 10 minutes of recess time.

All elementary schools will provide a minimum of 30 minutes of physical education per full calendar week for kindergarten students. All elementary schools will provide a minimum of 60 minutes of physical education per full calendar week for students in grades 1<sup>st</sup> – 5<sup>th</sup>. All middle schools will provide a minimum of one semester of physical education per year. High school students will be required to earn one credit of physical education. High school students will be strongly encouraged to participate in additional physical education classes.

## **Nutrition Guidelines**

### **Definitions:**

1. Food of minimal nutritional value (FMNV) is defined as:

- Soda Pop
- Water Ices – Frozen, sweetened water, various “sicles” except those containing fruit or fruit juice
- Chewing Gum
- Certain candy: hard candy (breath mints, lollypops, sour balls etc.), sugar wafers, jelly beans, gum drops, jellied fruit slices, marshmallows and marshmallow candy, candy corn, soft mints, licorice, cotton candy; candy-coated popcorn. Specific examples: Life Savers, Jolly Ranchers

2. Food of limited nutritional value (FLNV) is defined as a food in which most calories are provided in the form of fat and/or sugar. Examples may include fried potato chips, chocolate bars, donuts, snack cakes and cookies

3. A healthy snack (HS) is defined as an item that is not composed of more than 35% fat, sodium, or added sugar and potentially include Fig Newtons, graham crackers, rice cakes, pretzels, low-fat popcorn, trail mix, low-fat granola bars, 100% fruit snacks such as roll-ups, low fat string cheese, low fat sports bars, baked chips, fruit, veggies with low fat dip, peanut butter and crackers, certain jerky. . Students will have access to a variety of affordable, nutritious, and appealing foods for breakfast, lunch and snacks.

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the building principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP [and SBP] meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP [SBP] [Special Milk Program (SMP)] maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals [or free milk] in accordance with the National School Lunch Act;
4. The school's NSLP [SBP] [SMP] operates to meet nutrition standards in accordance with the Healthy Meals for Healthy Americans Act of 1994, as amended, and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans. Schools contracting out the food service part of their NSLP and SBP shall form a nutrition advisory committee comprised of teachers, students and parents to assist in menu planning. A nutrition committee comprised of students, family members and school personnel will be encouraged to provide input in menu planning for districts operating their own food service component of the NSLP and SBP (i.e., food services purchasing, menu planning, food production and meal service). Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served;
8. 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 breakfast menu being served.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
  - a. Tables and chairs are of the appropriate size for students;
  - b. Seating is not overcrowded;
  - c. Students have a relaxed environment;
  - d. Noise is not allowed to become excessive;

- e. Rules for safe behavior are consistently enforced;
- f. Tables and floors are cleaned between meal periods;
- g. The physical structure of the eating area is in good repair;
- h. Appropriate supervision is provided.

11. The guidelines for reimbursable school meals 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 sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.

### **Other School-Based Activities**

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;
2. Intramural sports;
3. Foodless Fundraisers;
4. Monthly/Weekly school walks;
5. Assemblies which focus on wellness issues such as obesity and obesity- related diseases, healthy eating, and the benefits of physical exercise;
6. The use of alternates to food as rewards in the classroom;
7. Limit the amount of foods with no nutritional value that are sold in vending machines; and
8. Support groups for overweight students.

### **Foods of Minimal Nutritional Value (FMNV) and Competitive Food Sales**

In keeping with federal regulations, the district controls the sale of FMNV and all competitive foods.

Though federal regulations permit FMNV to be sold in food service areas before and after school meal periods, and outside of food service areas at any time, district schools are directed to ~~prohibit such sales on district premises and at district-sponsored events, at any time~~ [minimize such sales by requiring that [half] of all such food items and beverages sold by any organization or entity at any location on district premises and at district-sponsored events (e.g., vending machine offerings, student stores, school or district events, food sales at activity/athletic events, etc.) meet applicable Dietary Guidelines for Americans]-shall meet minimum state requirements.

Accordingly, the district will select from the following nutritional food items<sup>1</sup> offered or included in all such sales:

1. Canned fruits;
2. Fresh fruit (e.g., apples and oranges);
3. Fresh vegetables (e.g., carrots);

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<sup>1</sup>This is a suggested list only. Modify as necessary following nutrition committee input and state law.

4. Fruit juice and vegetable juice[, at least 50 percent full strength,] and bottled water, [within established district guidelines];
5. Low-fat crackers and cookies, such as fig bars and ginger snaps;
6. Pretzels;
7. Bread products (e.g., bread sticks, rolls, bagels and pita bread);
8. Ready-to-eat, low-sugar cereals;
9. Granola bars made with unsaturated fat;
10. Low-fat (one percent) or skim milk;
11. Low-fat or nonfat yogurt;
12. Snack mixes of cereal and dried fruit with a small amount of nuts and seeds;
13. Raisins and other dried fruit;
14. Low-fat crackers.

The sale of all other foods, other than FMNV, in competition with the district's NSLP [and SBP] meals shall be permitted in school food service areas during school meal periods only when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or school or student organization as approved by the Board.

#### **Other Foods Offered or Sold**

The district recognizes that federal government standards requiring schools to provide NSLP [and SBP] meals consistent with applicable Dietary Guidelines for Americans do not apply to competitive foods sold or served outside the food service areas as defined in this regulation.

Foods offered in classrooms or school-sponsored activities and food and beverages sold as part of approved school fund-raising events shall be nutritious foods as determined by the district's nutrition committee. meet minium state requirements unless otherwise exempt by state law.

#### School Beverage Guidelines

In collaboration with the American Beverage Association, the district will make available only nutritious and low calorie beverages to students during regular school hours. At the elementary and middle school level, offerings will include water, nutrient rich 100% juice and low fat or non fat milk. At the high school level, offerings will include water; nutrient rich 100% juice; low fat and non fat milk; calorie-free or low calorie drinks including teas, sport drinks, fitness waters, light juices and sport drinks.

No soda pop, diet or regular, will be sold during school hours. On a limited basis, school staff may provide soda pop to students for special events and/or as a specific part of a lesson design during school hours.

No beverage vending machines will be permitted at the elementary level.

Regular and diet soda pop may be made available at events that occur outside regular school hours.



### School Food Guidelines

On a limited basis, school, staff may provide FMNV for special events and/or as a specific part of a lesson design during school hours. Foods of minimal nutritional value may be available at events that occur outside regular school hours.

Schools are encouraged to limit the sale or distribution of foods of limited nutritional value (FLNV) in favor of foods that are considered healthy snacks (HS) both during school hours and at events that occur outside regular school hours.

Schools that operate student stores are strongly encouraged to have at least 50% of food items offered for sale meet the requirements of a healthy snack. During the lunch period, schools are encouraged to limit opening student stores to the last 10-15 minutes.

Schools are encouraged to limit the use of FLNV as rewards in favor of foods that are considered HS. All food that is offered as an incentive, reward, or part of the curriculum should be used judiciously, taking into consideration the nutritional value of the food being served and the frequency of use.

Schools are encouraged to limit the use of FLNV in fund raising efforts in favor of efforts that promote physical activity (Jog-a-thon, golf tournaments, etc.), academic enhancement (Read-a-thon, book sales, etc.), or the sale of items that are not food-based (bulbs, magazines, plants, t-shirts, etc.) Schools are encouraged to promote HS at all classroom parties and to develop guidelines for the number of classroom parties that are allowable per year. Any elementary-level classroom party involving food should be conducted after the students' lunch period. A list of HS options and beverage guidelines will be made available to elementary-level parents at the beginning of the school year.

Competitive food sales or offerings, excluding student stores, need to be reviewed with the Fiscal Services Director and/or the Food Service Director with the goal of eliminating or mitigating the fiscal impact on the district's food service program.

School staffs are encouraged to model the nutrition guidelines when in the presence of students.

### National School Breakfast and Lunch Program

The district's food service operations will provide nutrient-dense, tasty food that offers a variety of fruits and vegetables and always provides a vegetarian option. Nutrition standards will meet or exceed those set by the National School Breakfast and Lunch Programs.

The district will operate the National School Breakfast and Lunch Program in all schools and employ strategies that encourage participation in the program. The district will notify families of the availability for free or reduced price meals and will maintain the confidentiality of students and families applying for or receiving free or reduced price meals.

Recognizing the importance of sufficient time to eat and a pleasant, relaxed eating environment, schools will adopt a minimum number of minutes that students have to eat lunch and will consider other strategies, such as recess before lunch, that contribute to healthy eating. School dining areas will be reviewed to ensure that seating is not overcrowded, noise is not allowed to become excessive, rules for safe behavior are consistently enforced, tables and floors are cleaned between meal periods, and the physical structure of the eating area is in good repair.

The district will provide to families, on request, information about the ingredients and nutritional value of the foods served.

## **Staff Development**

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, maintaining safe, orderly and pleasant eating environments and other topics directly relevant to the employee's job duties. The building principal is responsible to ensure such training is made available including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals; and
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies;
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

## **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. School staff encourages and provides support for parental involvement in their children's physical education;
9. Materials promoting physical activity are sent home with students; and

10. Physical activity is a planned part of all school-community events.]

### **Program Evaluation**

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education;
8. [One or more persons] within the local educational agency or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with the requirements; and
- [9. Teachers provide physical activity instruction and programs that meet the needs and interests of all students.]

### **Monitoring and Policy Review**

The superintendent will:

1. Utilize site councils to function as the district's Wellness Committee.
2. Ensure compliance with the established policy and AR.
3. Present a summary report, every two years, to the Board that summarizes the results of the district's wellness policies and procedures.
4. Distribute the summary report to all schools in the district

Each school principal will:

1. Ensure compliance with the policy and AR in his/her school
2. Provide information every two years to the superintendent regarding the results of the district's wellness policies and procedures

Site councils will:

1. Review schoolwide implementation of the district wellness policy and AR for compliance on an annual basis.
2. Report to the superintendent any problems and possible solutions encountered while implementing the district's wellness policy and AR

The Board will:

1. Review the policy in one year after receiving a summary report from the superintendent
2. Revise the wellness policy, if needed, and provide guidance on revisions to the AR.