

3.60.062-AD Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

FINAL DRAFT

On June 30, 2004, Congress passed Public Law 108-265 and reauthorized federal funding for Child Nutrition Programs. Section 204 of the Child Nutrition Reauthorization Act directs school districts participating in federally funded Child Nutrition Programs to establish a local school wellness policy for all schools in the district. The Board of Directors of the Portland Public School District adopted Board Policy 3.60.060-P (Student Wellness through Nutrition and Physical Activity) on June 12, 2006. The law was updated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, which added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*.

The link between nutrition, physical education and academic achievement is strong. Poor nutrition and hunger interfere with cognitive function. Research on the benefits of school breakfast programs found improvement in students' ability to concentrate in the classroom and increases in test scores. Physical education is also linked to improved academic performance. Results of physical fitness testing show that higher levels of fitness are associated with higher achievement in mathematics and reading. The motor learning that occurs in a quality physical education program can support reading readiness, increase cognitive responses and improve attention span. Both nutrition and physical activity have a positive effect on student attendance by strengthening the immune system, helping to prevent illness, and enhancing student engagement and connectedness to schools.

Healthful eating patterns and consistent engagement in physical activity are essential for students to achieve their academic potential, experience full physical and mental growth and develop life-long health and well-being. Schools help ensure that students possess the knowledge and skills necessary to make healthy choices for a lifetime. Further, schools can partner with families and the community to promote good health and make the healthy choices easy. The Portland Public School District is committed to providing school environments that promote lifelong wellness by supporting comprehensive wellness programs around:

- Nutrition Education
- Physical Education
- Physical Activity
- School-Based Activities

This administrative directive sets forth the means by which the District and the Superintendent will implement Board Policy 3.60.060-P (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn and establish lifelong health habits.

1. Definitions

- 1.1. **“Wellness”** is an interactive process of becoming aware of, and practicing choices to create a healthy and balanced lifestyle, which includes but is not limited to nutrition, nutrition education, physical education, and physical activity.
- 1.2. **“Nutrition Education”** is a planned, sequential pre-K through 12 instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
- 1.3. **“Physical Activity”** is bodily movement of any type that results in the expenditure of energy.
- 1.4. **“Physical Education”** is a planned sequential pre-K through 12 instructional program that prepares students to incorporate the long-term benefits of activity into a healthy lifestyle. A physically literate person participates regularly in a variety of physical activities, maintains an appropriate level of personal fitness and knows the benefits from involvement in physical activity and its contributions to a healthy lifestyle.
- 1.5. **“Adapted Physical Education”** is the art and science of developing and implementing a carefully designed physical education instructional program for an individual with a disability, based on a comprehensive assessment, to give the individual the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness.
- 1.6. **“Physical Literacy”** is an individual’s ability, confidence, and desire to be physically active for life.
- 1.7. **“Coordinated School Health Program”** is an integrated, planned, school-based system consisting of eight interactive components: Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological and Social Services; Healthy School Environment; Health Promotion for Staff; and Family/Community Involvement.
- 1.8. **“Other School-Based Activities”** are events or activities that occur outside an academic classroom. Examples include, but are not limited to, before and after-school programs and events, parties, fundraisers, field trips, dances, assemblies, sports and activities of local wellness committees.
- 1.9. **“A la carte Food Sales”** is a selection of food items each priced separately.
- 1.10. **“Competitive Foods”** Any food sales that compete with federal Child Nutrition Programs and could impact either student participation or revenue. Specifically, any food sales apart from those operated as a part of Child Nutrition Programs that occur during breakfast or lunch service periods in the food service area.
- 1.11. **“School Day”** is the period in the morning before school begins through to the end of the extended school day. The school day includes: activities such as club meetings, yearbook or school paper activities, athletic or band practice, drama or music rehearsals, child care programs and/or other student extracurricular activities.
- 1.12. **“School Campus”** includes all areas of the property under the jurisdiction of the school (sponsor) that are accessible to students during the school day, including outside areas like parking lots.

2. **Goals for Nutrition Education, Nutrition Promotion, Physical Education, Physical Activity, and Other School-Based Activities**

2.1. Nutrition Education: The primary goal of nutrition education is to influence students' eating behaviors. Building nutrition knowledge, attitudes, and skills helps children make lifelong healthy eating choices.

2.1.1. Nutrition Education Goals

2.1.1.1. **District schools shall provide:**

2.1.1.1.1. Grade sequential, evidence-based nutrition education as part of the health and physical education curricula

2.1.1.1.2. Knowledge of food, how it is grown, who grows it, how it is prepared, its connection to traditions, sustainability, and its influence in shaping society.

2.1.1.2. **To the extent possible:**

2.1.1.2.1. Students in grades pre-K through 12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors;

2.1.1.2.2. Classroom nutrition education shall be reinforced in the cafeteria setting as well as school wide, with coordination among the nutrition service staff, administrators and teachers;

2.1.1.2.3. The school environment shall consistently promote, and staff shall model, healthy eating and physical activity behaviors;

2.1.1.2.4. District health education curriculum shall be based upon Oregon health education standards;

2.1.1.2.5. Nutrition education shall be part of health education and integrated in other core curriculum;

2.1.1.2.6. Staff and teachers who provide nutrition education shall have appropriate training;

2.1.1.2.7. Schools shall encourage parents and guardians to support healthy eating and physical activity behaviors;

2.1.1.2.8. Schools shall strive to provide nutrition and physical education activities that involve families, students and the community;

2.1.1.2.9. Schools shall strive to establish, or support, an instructional garden to provide students with experiences in planting, harvesting, preparing, serving and tasting foods integrated with nutrition education and core curriculum;

2.1.1.2.10. The district shall strive to develop a farm to school program to provide local, sustainably grown foods, and student learning experiences.

2.2. Physical Education and Physical Activity: The primary goals of physical education and physical activity are to positively influence students' ability,

confidence, and desire to be physically active for life. Building such knowledge, attitudes and skills helps children engage in physical pursuits across the lifespan.

2.2.1. Physical Education and Physical Activity Goals

2.2.1.1. Physical education will enable students to acquire the knowledge and skills necessary to maintain physical fitness, participate in physical activities and make healthy lifestyle choices.

2.2.1.2. **District Schools shall:**

2.2.1.2.1. Provide quality physical education (PE) programs and adapted physical education (APE) programs in accordance with state and district physical education standards

2.2.1.2.2. Provide a comprehensive, standards-based physical education curriculum which identifies the progression of skill development for grades K-12 and is aligned with national, state, and district standards ([ODE Physical Education Standards](#));

2.2.1.2.3. Provide all physical education teachers with professional development opportunities that are focused on physical education topics and competencies specifically for physical education teachers and support staff;

2.2.1.2.4. Provide an appropriate amount of movement for all students throughout the day at school; adhering at minimum to federal and state guidelines and laws regarding physical education and physical activity;

2.2.1.2.5. Promote safe and appropriate physical activity opportunities for all including staff, students, families, and community members.

2.2.1.3. **To the extent possible schools shall:**

2.2.1.3.1. Provide physical education classes taught by certified/licensed teachers who are endorsed to teach physical education;

2.2.1.3.1.1. If necessary, K-5 teachers may provide physical education to their own classes so long as they were provided with appropriate training by a licensed physical education specialist;

2.2.1.3.2. Maintain student/teacher ratios for physical education classes similar to those of other classes;

2.2.1.3.3. Encourage students to meet the American Academy of Pediatrics recommendation of 60 minutes daily of physical activity;

2.2.1.3.4. Adequately and appropriately develop knowledge and skills for a variety of traditional and non-traditional physical activities;

2.2.1.3.5. Improve and/or maintain students' physical fitness, as well as provide the tools to self assess;

- 2.2.1.3.6. Teach short- and long-term benefits of a physically active and healthy lifestyle;
- 2.2.1.3.7. Promote a lifelong physically active lifestyle;
- 2.2.1.3.8. Encourage all students to be physically active during the school day through physical education classes and daily recess periods (Elementary Schools);
 - 2.2.1.3.8.1. Every K-5 school shall provide two physical activity breaks each day; one attached to lunch (preferably **before** students eat) and one 15-minute session provided in **either** the morning or afternoon ([PPS School Board Resolution 5252](#));
 - 2.2.1.3.8.2. Recess **shall not** be used as a substitute for physical education classes;
- 2.2.1.3.9. Encourage ALL teachers to integrate physical activity throughout the school day using such techniques as stretch breaks and movement based classroom activities;
- 2.2.1.3.10. Give all students opportunities to engage in physical activity through a range of before- and/or after-school programs including, but not limited to, fully inclusive intramurals, interscholastic athletics and physical activity clubs;
- 2.2.1.3.11. Encourage families to support their children's participation in physical activity, to be physically active role models and to include physical activity in family events;
- 2.2.1.3.12. Enable teachers and other school staff to promote enjoyable, lifelong physical activity;
- 2.2.1.3.13. Encourage, promote and engage in physical activities that involve families, students, school staff and the community, including safe walking or biking to school.
- 2.2.1.4. **Waivers, Exemptions, and Substitutions**
 - 2.2.1.4.1. Portland Public Schools currently evaluates requests for physical education waivers, exemptions, and substitutions on a case by case basis. In accordance with Oregon State Law, students who are unable to meet physical education requirements are to be referred for an evaluation to receive Adapted Physical Education services. Waivers, exemptions, and substitutions for physical education will be approved **only** in extreme circumstances.
 - 2.2.1.4.1.1. Waivers, Exemptions, and Substitutions **will not** be approved based on a student's extracurricular sport, dance, and/or physical activity participation;
 - 2.2.1.4.1.2. Portland Public Schools will work to create a comprehensive administrative directive around

- 2.3.1.2.4. Schools shall work to schedule recess before lunch so that children will come to lunch less distracted and ready to eat (Elementary Schools);
 - 2.3.1.2.4.1. Schools are encouraged to schedule separate recess and dining times (Elementary Schools).
- 2.3.1.3. **Food or Physical Activity as a Reward or Punishment:**
 - 2.3.1.3.1. The use of food as a reward or punishment in schools shall be prohibited;
 - 2.3.1.3.2. Schools shall not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time; **however** schools are encouraged to use physical activity and additional recesses as a reward.
- 2.3.1.4. **Availability of Food**
 - 2.3.1.4.1. The District encourages participation in the school meal program, including breakfast, snack and supper;
 - 2.3.1.4.2. Applications for free/reduced priced meals are made available to all families in school offices and online throughout the year on the district website.
- 2.3.1.5. **Consistent School Activities and Environment:**
 - 2.3.1.5.1. The school district shall require all schools' fundraising efforts to:
 - 2.3.1.5.1.1. Be supportive of student wellness;
 - 2.3.1.5.1.2. Comply with state and federal nutrition standards for all food and beverage items sold in K-12 schools as part of the regular or extended school day;
 - 2.3.1.5.1.3. Adhere to nutrition guidelines for all foods available on campus during the school day promote physical activity;
 - 2.3.1.5.1.4. Limit commercial influence.
 - 2.3.1.5.2. The school district shall work to provide opportunities for ongoing professional training and development for food service staff and teachers in the areas of nutrition, physical education, and physical activity.
 - 2.3.1.5.3. The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
 - 2.3.1.5.4. The District shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as SNAP-ED,

SNAP, Child Nutrition Programs, and Women, Infants and Children (WIC) to students and parents.

2.3.1.5.5. Schools shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with existing and future Board policy (See [AD 3.30.031](#)).

2.3.1.5.6. The District supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.

3. ***Nutrition Guidelines for All Foods Available on Campus During the School Day***

3.1. The district established standards/guidelines to address all foods and beverages sold or served to students, including those available outside of the school meal programs. Schools shall follow USDA, Oregon Department of Education and District guidelines for serving students with special dietary needs.

3.2. Guidelines for a la carte foods and beverages sales in the food service program on school campuses:

3.2.1. All schools shall limit beverage selections to water, milk, soymilk, and 100 percent juice those meeting Oregon Smart Snacks minimum nutrition standards by grade level;

3.2.2. Middle schools and high schools shall offer a la carte food sales only if they follow the “Oregon Smart Snacks” guidelines ([ODE: Smart Snacks](#)).

3.3. Foods and beverages sold, distributed or served on school campuses during the “school day,” including vending machines, snack bars, school stores, concession stands and as fundraisers shall meet the nutrition guidelines of “Oregon Smart Snacks” minimum nutrition standards for competitive foods and beverages ([ODE: Smart Snacks](#)).

3.3.1. Schools are expected to comply with Board Policy 3.60.030-P regarding Food Sales in Schools and Administrative Directive 3.60.031-AD regarding Operation of Vending Machines;

3.3.1.1. Competitive foods are not sold in the cafeteria during lunch periods.

3.4. Special Circumstances: Food and Beverages

3.4.1. Foods offered in classrooms or school-sponsored activities, and food and beverage items sold after the school day as part of an approved school fundraising event shall meet minimum state and federal nutrition requirements ([ODE: Smart Snacks](#));

3.4.2. Foods and beverages served as class snacks shall meet the same state and federal nutrition guidelines ([ODE: Smart Snacks](#)).

3.5. All foods offered for celebrations, parties, and as classroom snacks during the school day are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. Additionally;

- 3.5.1. Refreshments served at these gatherings **must** be purchased from commercial, licensed, and inspected establishments, such as grocery stores, bakeries, restaurants and farmer's markets;
- 3.5.2. Planners are strongly encouraged to schedule these functions so as not to disrupt instructional time;
 - 3.5.2.1. To the extent possible, these functions should not take place prior to the lunch period and should seek to limit commercial influence.
- 4. ***Assurances that School Meals Meet Standards Established by Federal Law***
 - 4.1. The District shall offer school breakfast; lunch; supper; fresh fruit and vegetable snack and summer meal programs with menus that meet or exceed the meal patterns and nutrition standards established by the U.S. Department of Agriculture and the Oregon Department of Education, Office of Child Nutrition Programs.
 - 4.2. Students will be offered a variety of food and beverage choices on a daily basis
 - 4.2.1. Portion size and frequency will be limited when dessert or snack foods (ex. baked chips) are offered as part of the meal;
 - 4.2.2. Unlimited fruit and vegetables will be offered daily with all school lunches.
 - 4.3. Menus shall reflect student preferences and be culturally inclusive while balancing Dietary Guidelines.
 - 4.4. Every effort will be made to offer a vegetarian option daily.
 - 4.5. Locally produced and/or grown products are preferred and will be offered whenever practical.
- 5. ***Implementation and Evaluation***
 - 5.1. Person(s) Responsible:
 - 5.1.1. In each school, the principal shall designate a group, such as a school health advisory council, a school-based wellness team, site council or a school safety and wellness committee, to work in conjunction with the principal on health and wellness activities;
 - 5.1.1.1. This advisory committee shall strive to include involve teachers, including physical education teachers, school staff, including nutrition services representatives, school health professionals and school administrators, students, parents;
 - 5.1.2. In each school, the Principal shall designate a person or the established school health advisory council to ensure that this Administrative Directive is implemented.
 - 5.2. Surveying and Monitoring
 - 5.2.1. Schools shall work to align efforts aimed at student wellness with goals set forth in these administrative directives and review the school environment, programs, and practices on a yearly basis.
 - 5.2.2. Each school shall conduct a follow-up survey every three years that will be compiled and analyzed by the District;
 - 5.2.2.1. The results of the surveys shall be used by, among others, the District, Wellness Advisory Committee, school principals, Senior

Directors, and advisory councils to inform further changes to this Administrative Directive and its implementation at the school level.

- 5.3. Report to the Board
 - 5.3.1. The District Wellness Advisory Committee shall provide for an annual written report to the appropriate committee of the School Board on the District's compliance with, implementation of and the impact of Board Policy 3.60.060-P, Student Wellness through Nutrition and Physical Activity.
 - 5.3.2. The District Wellness Advisory Committee shall annually report to the appropriate committee of the School Board;
 - 5.3.2.1. This annual written report should include recommendations and updates on school wellness issues. It would be preferable that the report of the District Wellness Advisory Committee should occur concurrently with that of the Superintendent outlined above.
 - 5.3.3. Annual reports shall be made no later than August 1 of each year. The School Board may request that such reports be given at a regularly scheduled meeting of the School Board or appropriate committee of the School Board.
6. ***Involvement of Parents, Students, Nutrition Services Staff, School Board, Administrators, Teachers, and the Public***
 - 6.1. District Wellness Advisory Committee: The Superintendent shall appoint a District Wellness Advisory Committee that involves parents, students, district staff including teachers of physical education, Nutrition Services representatives, school health professionals, and school administrators, the school board and the public in the development, implementation and periodic review and update of this policy.
 - 6.2. The District Wellness Advisory Committee will:
 - 6.2.1. Assist in the implementation of the Wellness Policy and Administrative Directives by providing recommendations based on best practices and evidence-based efforts on issues related to student wellness
 - 6.2.2. Advise the District on issues concerning nutrition standards, nutrition promotion, nutrition education, physical education and physical activity programs and practices.
 - 6.2.3. Make written recommendations through the submission of an annual report and provide updates to the Board as may be requested by the Superintendent and/or their designee. The annual report will be made available to the public on the District's website.
 - 6.2.4. Provide input to the District to assist with the District's efforts to evaluate the effectiveness of wellness implementation every two years. This report will be made available to the public on the District's website.
 - 6.2.5. Promote and represent the wellness initiatives of the District, not those of any individual or organization.
 - 6.2.6. Maintain a public webpage with relevant reports and information and provide an email address for feedback and questions.

- 6.3. The District Wellness Advisory Committee shall be comprised of no more than 25 members who will be actively recruited from the district and community and shall represent:
 - 6.3.1. Parents of Portland Public School children;
 - 6.3.2. Teachers teaching in the Portland Public Schools, including teachers of physical education;
 - 6.3.3. Students attending the Portland Public Schools who are in their junior or senior year;
 - 6.3.4. School Administrators from the Portland Public Schools;
 - 6.3.5. Nutrition Services representatives;
 - 6.3.6. School Health Professionals;
 - 6.3.7. Portland-area business community;
 - 6.3.8. Portland-area health care community;
 - 6.3.9. Portland-area community organizations.
- 6.4. The committee shall meet at least once a quarter, but may meet more often as needed, and shall operate on a school-year calendar
 - 6.4.1. The first yearly meeting shall occur no later than October 30 of each year;
 - 6.4.2. At the first yearly meeting of the committee, the members shall select a chair, vice-chair and secretary of the committee;
 - 6.4.2.1. No member may serve in these roles for more than two consecutive years;
 - 6.4.3. Members shall be appointed on an on-going basis, and as vacancies occur;
 - 6.4.3.1. A member wishing to resign from the committee shall do so in writing directed to the Superintendent or their designee and the chair of the committee;
 - 6.4.3.2. Such writing may be through electronic means;
 - 6.4.3.3. In the event of a vacancy due to the expiration of a term, the member may continue to serve until a successor has been appointed.
- 6.5. Members are expected to attend all committee meetings
 - 6.5.1. A member who inexcusably misses three consecutive committee meetings shall be removed from the committee and the Superintendent and/or their designee shall appoint a replacement.
- 6.6. Members shall serve without compensation from the District.
- 6.7. The Wellness Advisory Committee is an advisory committee to the Superintendent and/or their designee
 - 6.7.1. As such, the Wellness Advisory Committee shall not engage in lobbying public officials, raising funds for other organizations or engage in activities that may be detrimental to the interests or operations of the District;
 - 6.7.2. This shall not be construed to prohibit, restrict or limit the actions of any member of the Wellness Advisory Committee acting as a private citizen.

7. ***Policy Implemented: 3.60.060-P Student Wellness Through Nutrition and Physical Activity***

7.1. History: Adopted 6/12/06, Amd. 8/07

7.2. Section 204 of Public Law 108-265 (June 30, 2004) The law was updated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, which added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*.^[AG6]