

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
 May 22, 2018

BOARD AUDITORIUM

Blanchard Education Service Center
 501 N. Dixon Street
 Portland, OR, 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

AGENDA

- | | | |
|-----|---|------------------------|
| 1. | <u>OPENING AND RECOGNITION</u> | 6:00 pm |
| 2. | <u>VALEDICTORIAN RECOGNITION</u> | 6:10 pm |
| 3. | <u>SUPERINTENDENT'S REPORT</u> | 6:30 pm |
| 4. | <u>BOARD POLICIES</u> | 6:35 pm |
| | a) First Reading: Wellness Policy | |
| | b) Second Reading: Conflict of Interest – Nepotism Policy – <i>vote</i>
(<i>public comment accepted</i>) | |
| | c) Franklin Mascot Renaming: 2018-19 Process and School
District Property Naming Administrative Directive | |
| 5. | <u>STUDENT AND PUBLIC COMMENT</u> | (Time Certain) 7:00 pm |
| 6. | <u>2017 CAPITAL BOND</u> | 7:30 pm |
| | a) Madison Master Plan Approval - <i>vote</i>
(<i>public comment accepted</i>) | |
| 7. | <u>MIDDLE SCHOOL IMPLEMENTATION AND SCHOOL TRANSITIONS</u> | 8:00 pm |
| | a) Update on PSU Study on Tubman Air Quality | |
| 8. | <u>COMMUNITY BUDGET REVIEW COMMITTEE REPORT</u> | 8:45 pm |
| 9. | <u>DISCUSSION: 2018-19 BUDGET</u> | 9:05 pm |
| 10. | <u>BOARD COMMITTEE AND CONFERENCE REPORTS;
STUDENT REPRESENTATIVE REPORT</u> | 10:05 pm |
| 11. | <u>OTHER BUSINESS / COMMITTEE REFERRALS</u> | 10:15 pm |
| 12. | <u>BUSINESS AGENDA</u> - <i>vote</i>
(<i>public comment accepted</i>) | 10:20 pm |
| 13. | <u>ADJOURN</u> | 10:30 pm |

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Portland Public School District 1st Reading

DATE: May 22, 2018

**Public Comment for:
Policy 3.60.060-P:
Student Wellness through Nutrition, Physical
Education, Physical Activity,
and School-Based Activities**

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

1st Reading by: Julia Brim-Edwards, Chair, Portland Public School Board
Summary: Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Draft Policy Web Site: <http://www.pps.net/Page/boardpolicies>
(click on blue "draft policy" box)

Recommended for 1st Reading by: Board of Education

Policy Contact: Rosanne Powell, Board Office Manager

Last Date for Comment: June 12, 2018

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: schoolboard@pps.net

Last Date for Comment: June 12, 2018



Board of Education Informational Report

MEMORANDUM

Date: 2/13/2018

To: The School Board

From: Wellness Advisory Committee

Subject: Update on the implementation of Board Policy 3.60.060-P Student Wellness through Nutrition and Physical Activity and Administrative Directive 3.60.062-AD

This Memorandum provides an update on the implementation of Board Policy 3.60.060-P Student Wellness through Nutrition and Physical Activity and Administrative Directive 3.60.062-AD.

The Wellness Advisory Committee (WAC), which reports to the Superintendent, oversees the implementation of the Student Wellness through Nutrition and Physical Activity Policy and corresponding Administrative Directive.

WAC has met 4 times so far this school year. The 2017-18 work plan included presenting the Student Wellness through Nutrition and Physical Activity Administrative Directive 3.60.062-AD for approval.

Wellness Policy Implementation across the District:

- Advocates for Youth/CDC Comprehensive Sexual Health Education and Safe and Supportive Environments Grant (Received Tier I, II, and III)
- Erg Ed program expanded and traveled to 10 different schools and to adaptive PE programs across the district; services integrated with Rose City Rowing Club.
 - Bridger, George Middle School, Madison High School, Grant High School, Benson High School, Martin Luther King, Jr. School, Roseway Heights, Boise Eliot, Robert Gray, and Astor.
- 16 PPS schools earned the Presidential Youth Fitness Program (PYFP) Grant
 - Beverly Cleary, Fernwood and Rose City, Bridger, Cesar Chavez, George Middle School, James John, Jefferson High School, Kelly, Lent, Madison High School, Ockley Green Middle School, Peninsula, Rieke, Rosa Parks, Roseway Heights, Skyline, and Vestal.
- 3 PPS schools won PEEK-8 grants adding .5 FTE Physical Education teachers to each school
 - Jason Lee, Marysville, and Vernon.
- Robert Gray Middle School was awarded a Fuel Up to Play 60 grant from the Oregon Dairy Council for physical activity and nutrition related activities.
- Reinstatement of all Physical Education teachers for the 2017-18 allowing physical education to continue without modification.
- Planning grant from Kaiser for Benson Tech to explore opening a dental clinic at Benson
- Nike Grants earned for the installation of outdoor play areas
 - Marysville and James John

- Nutrition Services was awarded \$160,000 from the Oregon Department of Education to make local food purchases for 2017-2019. At least 32% of food purchases for Portland Public School students comes from local farms and business.
- SNAP-Ed a program offered by Oregon State University Agricultural Extensions supported Harvest of the Month lunchroom tastings twice a month in 12 schools and provided evidence-based nutrition education at 16 schools. SNAP-Ed also provided wellness activities at Benson, Jefferson, Madison, Ockley Green, Woodlawn and Jason Lee school health fairs.
- Nutrition Services' partnership with Earth, Art, Agriculture, and Nutrition Services continued at Harrison Park. Nutrition Services purchased starts and the program worked with students to plant, tend, and harvest the vegetables for the salad bar at Harrison Park.
- Throughout the district we have various partners to help support more than 65 school gardens and 11 community gardens on PPS properties. Fresh produce grown in these gardens is frequently served in our school cafeterias.
- Currently collaborating with MESD and other Multnomah County districts to address food insecurity and hunger related symptoms in our students.
- 6 high schools house School Based Health Centers (Cleveland, Franklin, Grant, Jefferson, Madison, and Roosevelt) as well as 4 middle schools (Cesar Chavez, George, Harrison Park, and Lane).
- Drinking water across the district improved with the implementation of water bubblers. This will be further improved with bond funding to update piping and fixtures.
- OEA Choice Trust and Nutrition Services are in the middle of their first year of a 5-year pilot to create a Nutrition Services employee wellness program.
- Social emotional skill development for students and teachers (Student Services) and health education (ICA) are working to integrate with district mandates and policies such as: Positive Behavioral Intervention Supports, Restorative Justice, Trauma Informed Care, and Equity.

Areas of concern:

- Designated point person responsible for wellness at the school level who is trained and informed on the wellness policy and how to implement a wellness program. (5.1.1)
- Lack of guidance and oversight of student stores, competitive food sales, and fundraising.
- Sequential, evidence-based K-12 health curriculum including nutrition education. (2.1.1.1.1)
- Possible loss of farm to school; reduced lunch and SNAP-Ed funding from the state and federal government.
- Breakfast after the bell implementation in schools with breakfast at no charge is inconsistently implemented across the district. (2.3.1.2.2)
- Lunch **after** recess is rarely implemented across the district in contrast to best practices. (2.3.1.2.4)
- Time allotment for students to eat lunch is less than what best practice dictates. (2.3.1.2.1)
- Concern for students in grades K-8 not getting enough physical education.
- Lack of progress meeting House Bill 3141 and Senate Bill 4.
- Overcrowding of middle and high school physical education classes.
- Lack of curriculum and professional development for physical education teachers.
- Lack of adequate facilities, equipment, FTE, and space for current and future physical education classes.
- High caseloads for adapted physical education teachers, severely restricting required federal inclusion practices.
- Inconsistent implementation of PPS Board Resolution 5252 requiring an additional 15-minute recess for students in grades K-5. (PPS Board Resolution 5252; 2.2.1.3.8.1)

WAC 2017-18 work plan:

- Submit updated Student Wellness through Nutrition and Physical Activity policy and AD to Board for ratification.

- Introduce the Whole School, Whole Community, Whole Child (WSCC) model which expands on the Coordinated School Health model, “emphasizing a school-wide approach and acknowledging that learning, health, and the school are part of and a reflection of the local community.”
- Expand the Wellness Advisory Committee membership. (5.1.1.1)
- Share wellness opportunities and best practices via multiple district communication channels.
 - Enhance Wellness Website
- Provide district guidance in ways to increase the number of physical education minutes for students in grades K-8.
- Encourage schools to utilize wellness resources
- Support Health Scope and Sequence work related to Physical Activity and Nutrition

Membership

- Co-Chair: Asta Garmon, Program Manager in Nutrition Services Portland Public Schools
- Co-Chair: Jenny Withycombe, Health & PE TOSA, Portland Public Schools
- Members:
 - Inge Aldersebaes, Parent/Trust Associate Director & School Employee Wellness Director, OEA Choice Trust
 - Rachel Drushella, Senior School Employee Wellness Program Officer, OEA Choice Trust
 - Elana Emlen, Parent/School Wellness Specialist, MESD
 - Grace Clark, Program Manager in Nutrition Services, Portland Public Schools
 - Joanne Lyford, SNAP-Ed Program/Site Manager, Oregon State University Extensions
 - Beth Madison, Principal, Robert Gray Middle School, Portland Public Schools

3.60.060-P Student Wellness through Nutrition and Physical Activity

Portland Public Schools is committed to providing school environments that use a holistic approach to promote and protect children's health, wellness and ability to learn by supporting behaviors that include healthy eating and physical activity. Each student's embracing and meeting high standards of wellness is one of seven vital signs of student progress identified in the 2005-2010 Portland Public Schools Strategic Plan.

Obesity rates have doubled among young children and tripled among adolescents over the past twenty years, becoming a local and national epidemic. Sedentary lifestyle, lack of physical activity and excessive caloric intake are the predominant causes of childhood obesity. Schools and the school system are a pragmatic means to partner with students, their families and the community to decrease and prevent obesity and other eating disorders by making the healthy choice the easy choice on school campuses. By doing so, school environments can help prevent obesity-related diseases in both children and adults.

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 has also been linked to improved academic performance. Results of physical fitness testing showed that higher levels of fitness were associated with higher achievement in mathematics and reading. The motor learning that occurs in a quality physical education program can support reading readiness, increased cognitive responses and attention span. Both nutrition and physical activity have a positive effect on student attendance by strengthening the immune system and helping to prevent illness.

The purpose of this policy is to help students learn, establish and maintain lifelong healthy eating and physical activity patterns. To accomplish this purpose, the Superintendent will implement procedures that:

- (1) set goals to promote student wellness through nutrition education, health education, physical activity and other school-based activities;
- (2) establish nutrition guidelines for all foods available on campus to promote student health, and to prevent and reduce childhood obesity;

3.60.060-P Student Wellness through Nutrition and Physical Activity

- (3) provide assurances that school meals meet or exceed standards established by federal law;
- (4) establish a plan for measuring policy implementation;
- (5) designate one or more persons to be responsible for ensuring that each school within the District complies with this wellness policy, and that school environments and activities, including fund raisers and celebrations, are consistent with district health and nutrition goals;
- (6) appoint a District Wellness Advisory Committee that involves parents, students, district staff and the public. The District Wellness Advisory Committee shall annually report to the appropriate committee of the School Board. The annual 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 in (7) below;
- (7) provide for a report annually to the appropriate committee of the School Board on the District's compliance with, implementation of, and the impact of this wellness policy.

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Legal References: Section 204 of Public Law 108-265 (June 30, 2004)
History: Adopted_6-12-2006_ _BA 3525____

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

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:

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

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

This policy sets forth the means by which the District and the Superintendent will evaluate Administrative Directive 3.60.062-AD (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn and establish lifelong health habits.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the Superintendent and district Senior Directors as the people who will be responsible for ensuring each school meets the goals outlined in this policy.

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the biannual Oregon Healthy Teens and Oregon Student Wellness Surveys and triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation, periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents,

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), which may include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or Supper programs. The district also operates additional nutrition-related programs and activities which may include Farm-to-School programs, school gardens, Harvest of the Month, Local Lunches, SNAP-ED and Breakfast After the Bell.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during meal times.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts See also [3.60.062-AD](#) (3.3.1.1).

¹ [Oregon Department of Education, Oregon Smart Snacks Standards](#)

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fundraising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess. Physical activity during the school day (included, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements² in order to meet the ODE's physical education content standards and state law³. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for at least 120 minutes in school year 2019-2020⁴ and 150⁵ minutes in school year 2020-2021 during each school week, and students in grades 6 through 8 for at least 180 minutes in school year 2021-2022⁶ and 225 minutes in school year 2022-2023⁷ per school week. 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 ([Oregon Revised Statute \(ORS\) 329.045](#)). Teachers of physical education shall regularly participate in professional development activities.⁸

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under [ORS 343.151](#). A student who does not have an IEP but has chronic health problems, or other special needs shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.⁹

² The physical education minute requirements revised in Senate Bill 4 (2017), now have a two-year delay on implementation for elementary schools, and a four-year delay on implementation for elementary schools, and a four-year delay on implementation for middle schools.

³ Ibid.

⁴ These are the minimum PE requirements in elementary schools for school year 2019-2020.

⁵ These are the minimum PE requirements in elementary schools for school year 2020-2021.

⁶ These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2021-2022).

⁷ These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2022-2023).

⁸ This language is not required to be in policy, but this is required action pursuant to [ORS 329.496](#).

⁹ Ibid. p. 6

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Employee Wellness¹⁰

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of employees may also influence the health and learning of students. The physical and mental health of employees is integral to promoting and protecting the health of students and helps foster their academic success.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)

[ORS 334.125\(7\)](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1758b.

National School Lunch Program, 7 C.F.R. Part 210.

School Breakfast Program, 7 C.F.R. Part 220

¹⁰This language is optional and is not required by state or federal law.

3.60.060-P Student Wellness through Nutrition and Physical Education, Physical Activity, and School-Based Activities

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The purpose of this policy is to help students learn, establish and maintain lifelong healthy eating and physical activity patterns. To accomplish this purpose, the Superintendent will implement procedures that:

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3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

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

This policy sets forth the means by which the District and the Superintendent will evaluate Administrative Directive 3.60.062-AD (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn and establish lifelong health habits.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

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The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school:
2. Include information about who will be responsible to make what change, by how much, where and when:
3. Include specific goals to promote student wellness through and objectives for nutrition education, health standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
- (1) 4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities; that promote student wellness.

establish nutrition guidelines for all foods available on campus

- (2) In an effort to promote student health, and to prevent and reduce childhood obesity;

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3.60.060-P Student Wellness through Nutrition and Physical Activity

- ~~(3) provide assurances that school meals meet or exceed standards established by federal law;~~
- ~~(4) establish a plan for measuring policy measure the implementation;~~
- ~~(5) designate one or more persons to be responsible for ensuring that each school within the District complies with of this wellness policy, and that school environments and activities, including fund raisers and celebrations, are consistent with district health and nutrition goals;~~
- ~~(6) appoint a District Wellness Advisory Committee that involves parents, students, district staff and the public. The District Wellness Advisory Committee shall annually report to the appropriate committee of the School policy, the Board. The annual 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 designates the Superintendent and district Senior Directors as the people who will be responsible for ensuring each school meets the goals outlined in (7) below; this policy.~~
- provide for a report annually to the appropriate committee of the School Board on the District's

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3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
- ~~(7) 5. The most recent assessment on the implementation of, and the impact of, this the local wellness policy;~~

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Legal References: Section 204 of Public Law 108-265 (June 30, 2004) History: Adopted 6-12-2006 BA 3525 6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the biannual Oregon Healthy Teens and Oregon Student Wellness Surveys and triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health

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science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

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Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation, periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents,

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), which may include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or Supper programs. The district also operates additional nutrition-related programs and activities which may include Farm-to-School programs, school gardens, Harvest of the Month, Local Lunches, SNAP-ED and Breakfast After the Bell.

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Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during meal times.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts See also **3.60.062-AD** (3.3.1.1).

¹Oregon Department of Education, Oregon Smart Snacks Standards

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fundraising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day.

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Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess. Physical activity during the school day (included, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements² in order to meet the ODE’s physical education content standards and state law³. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for at least 120 minutes in school year 2019-2020⁴ and 150⁵ minutes in school year 2020-2021 during each school week, and students in grades 6 through 8 for at least

180 minutes in school year 2021-2022⁶ and 225 minutes in school year 2022-2023⁷ per school week. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity.

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Instruction, provided by adequately prepared teachers, will meet the state-adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.⁸

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, or other special needs shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.⁹

² The physical education minute requirements revised in Senate Bill 4 (2017), now have a two-year delay on implementation for elementary schools, and a four-year delay on implementation for elementary schools, and a four-year delay on implementation for middle schools.

³ Ibid.

⁴ These are the minimum PE requirements in elementary schools for school year 2019-2020.

⁵ These are the minimum PE requirements in elementary schools for school year 2020-2021.

⁶ These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2021-2022.

⁷ These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2022-2023.

⁸ This language is not required to be in policy, but this is required action pursuant to ORS 329.496.

⁹ Ibid. p. 6

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Employee Wellness¹⁰

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of employees may also influence the health and learning of students. The physical and mental health of employees is integral to promoting and protecting the health of students and helps foster their academic success.

Other Activities that Promote Student Wellness

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The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

ORS 329.496

ORS 334.125(7)

ORS 336.423

OAR 581-051-0100

OAR 581-051-0305

OAR 581-051-0306

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1758b.

National School Lunch Program, 7 C.F.R. Part 210.

School Breakfast Program, 7 C.F.R. Part 220

¹⁰This language is optional and is not required by state or federal law.

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3.60.062-AD Student Wellness through Nutrition and Physical Activity

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 all school districts participating in the 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 Portland Public School District is committed to school environments that promote life long wellness by supporting a school environment with excellent and consistent nutrition, nutrition education, physical education, and physical activity. The District is also committed to providing a school environment and curricula that promote the consumption of foods of maximum nutritional density and participation in healthful, regularly scheduled physical activity.

Obesity rates have doubled among young children and tripled among adolescents over the past twenty years, becoming a local and national epidemic. Sedentary lifestyle, lack of physical activity and excessive caloric intake are the predominant causes of childhood obesity. Schools can partner with families and the community to prevent and decrease overweight and obesity by making the healthy choice the easy choice for students during the school day. By doing so, school environments can help prevent obesity-related diseases in both children and adults.

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 has also been linked to improved academic performance. Results of physical fitness testing showed that higher levels of fitness were associated with higher achievement in mathematics and reading. The motor learning that occurs in a quality physical education program can support reading readiness, increased cognitive responses and attention span. Both nutrition and physical activity have a positive effect on student attendance by strengthening the immune system and helping to prevent illness.

Because nothing is more important than a child's health, the goals set forth in this administrative directive are ambitious. Earnest striving toward them can develop the healthiest and highest-achieving students ever. The goals are meant to inspire and empower, not to overwhelm. Each school can progress in a way that best fits the needs, concerns and resources of its local community. Thoughtful, purposeful, phased-in change is commendable.

This administrative directive seeks to set forth the means by which the District and the Superintendent intend to carry out Board Policy 3.60.060-P (Student Wellness through Nutrition and Physical Activity) in order to help students learn, establish and maintain lifelong healthy eating and activity patterns.

1. **Definitions**
 - 1.1. **“Wellness”** 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 activity and physical education.
 - 1.2. **“Nutrition Education”** 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”** any bodily movement produced by skeletal muscles that results in the expenditure of energy
 - 1.4. **“Physical Education”** 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 educated 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 specially designed instruction for students who require adaptations and modifications to participate safely and successfully in physical education.
 - 1.6. **“Coordinated School Health Program”** 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.
 - 1.7. **“Other School-based Activities** events or activities that occur outside an academic classroom”. Examples include, but are not limited to, after-school programs and events, parties, fundraisers, field trips, dances, assemblies, sports and activities of local wellness committees
 - 1.8. **“A la carte Food Sales”** a selection of food items each priced separately
- (1) **“Foods of Minimal Nutritional Value (FMNV) or Minimally Nutritious Foods”** those foods which provide less than five percent of the U.S. recommended daily allowances for each of eight specific nutrients per 100 calories and per serving; specific foods that are identified as not meeting these criteria include all carbonated beverages, water ices, chewing gum and a variety of candies (hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies, and candy-coated popcorn).
2. **Goals for Nutrition Education, Physical Activity, and other School-based Activities that Promote Student Wellness**
 - 2.1.1.1. Nutrition Education Goals – 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. **District schools shall work to**

provide age-appropriate nutrition education as part of the health and physical education curricula that respects students' cultural practices; that is integrated into core subjects; and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District shall also seek to provide evidenced-based nutrition education curricula that foster lifelong healthy eating behaviors. 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 – is integral to a comprehensive education. **To the extent possible:**

- 2.1.1.1.1. Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
 - 2.1.1.1.2. Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators and teachers as much as possible.
- (a) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.
- 2.1.1.1.3. District health education curriculum shall be based upon Oregon health education standards for nutrition and physical activity.
 - 2.1.1.1.4. Nutrition education shall be part of the health education and core curricula (e.g., math, science, language arts).
- (b) Schools shall strive to link nutrition education and physical activity with a coordinated school health program.
- 2.1.1.1.5. Staff and teachers who provide nutrition education shall have appropriate training.
 - 2.1.1.1.6. Schools shall encourage parents and guardians to support healthy eating and physical activity behaviors.
 - 2.1.1.1.7. Schools shall strive to conduct nutrition and physical education activities that involve families, students and the community.
 - 2.1.1.1.8. 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.
 - 2.1.1.1.9. The district shall strive to develop a farm to school program to provide fresh, wholesome, local and sustainably grown foods.

- 2.1.1.2. Physical Activity Goals – The primary goals for physical activity are to: build knowledge and skills through physical education (PE) programs that enable all students to participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for all students throughout the day at school and which also has the potential to carry over into the student’s home environment, while decreasing sedentary time; and promote a physically active lifestyle for all community members, including staff, families and students. **To the extent possible:**
- 2.1.1.2.1. Provide quality physical education (PE) programs and adapted physical education programs in accordance with the district’s physical education curriculum standards:
 - 2.1.1.2.2. Adequately and appropriately develop knowledge and skills for a variety of traditional and non-traditional physical activities;
 - 2.1.1.2.3. Improve and/or maintain students’ physical fitness, providing the tools to self assess;
 - 2.1.1.2.4. Teach short- and long-term benefits of a physically active and healthy lifestyle; and
 - 2.1.1.2.5. Promote a lifelong physically active lifestyle.
- (c) At a minimum, provide physical education to all students as follows:
- (A) Elementary school students — two times per week for an entire school year.
 - (B) Middle school students – the equivalent of daily physical education for one semester.
 - (C) High school students – daily physical education for one year in accordance with Oregon Department of Education requirements.
- (d) Whenever possible, physical education classes will be taught by teachers with appropriate training and credentials for physical education.
- 2.1.1.2.5.1. Whenever possible, all students shall be physically active during the school day through PE classes, daily recess periods for elementary school students, the use of evidenced-based classroom teaching techniques, such as stretching and movement breaks, and the integration of physical activity into the academic curriculum. Recess **shall not** be a substitute for PE classes.

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- 2.1.1.2.6. Whenever possible, all students shall be given opportunities for 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.
 - 2.1.1.2.7. Schools shall 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.
 - 2.1.1.2.8. Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
 - 2.1.1.2.9. Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.
- (e) Schools shall encourage students to meet the American Academy of Pediatrics recommendation of 50 minutes daily of physical activity.
- 2.2. Goals for Other School-based Activities – The primary goal for other school-based activities is to create a total school environment that is conducive to student well-being. This includes, but is not limited to the following:
- 2.2.1.1. **Dining Environment**
 - 2.2.1.1.1. Schools shall provide clean, safe and pleasant meal environments for students.
 - 2.2.1.1.2. Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
 - 2.2.1.1.3. The school district shall make drinking fountains available and accessible in all schools, so that students have access to water at meals and throughout the day.
 - 2.2.1.1.4. The school district shall encourage all students to participate in school meals program and protect the identity of students who eat free and reduced price meals.
 - 2.2.1.1.5. The school district shall encourage all students to eat healthy and nutritious meals within the school dining environment.
 - 2.2.1.1.6. In accordance with applicable laws, schools are encouraged to involve students in meal preparation, service, and clean-up.
 - 2.2.1.1.7. Schools shall encourage and facilitate access to hand washing before and after meals.
 - 2.2.1.2. **Time to Eat**
 - 2.2.1.2.1. Schools shall provide adequate time for students to enjoy eating healthy foods with friends in schools; a minimum of

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- 20 minutes of eating time, **after** being served, for lunch and 10 minutes for breakfast.
- 2.2.1.2.2. Schools shall schedule lunch as close to the middle of the school day as possible. Opportunities for mid-morning or mid-afternoon snack breaks shall be encouraged.
- 2.2.1.2.2.1. Whenever possible, schools shall work to schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat. Schools are encouraged to schedule separate recess and dining times.
- 2.2.1.3. **Food or Physical Activity as a Reward or Punishment**
- 2.2.1.3.1. The use of food as a reward or punishment in schools shall be prohibited.
- 2.2.1.3.2. Schools shall not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time. While this practice has been used by many throughout the years, continued use is strongly discouraged and should be avoided.
- 2.2.1.4. **Consistent School Activities and Environment**
- 2.2.1.4.1.1. The school district shall require all schools' fundraising efforts to be supportive of student wellness, comply with Nutrition Guidelines for All Foods Available on Campus during the School Day, promote physical activity and limit commercial influence.
- 2.2.1.4.2. The school district shall work to provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- 2.2.1.4.3. 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.
- 2.2.1.4.4. The District, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.
- 2.2.1.4.5. Schools, to the extent possible, 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.

2.2.1.4.6. 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. Students' lifelong eating habits are greatly influenced by the types of foods and beverages available in their daily environment. In addition to ensuring that reimbursable school meals meet or exceed program requirements and nutrition standards, the district has also established standards or guidelines to address all foods and beverages sold or served to students, including those available outside of the school meal programs. All competitive foods and beverages should, to the extent possible, be nutrient dense, fresh, locally grown and locally produced.

3.1.1. Guidelines for a la carte foods and beverages sales sold through the food service program shall meet the following minimum nutrition standards set by Oregon Statute 455;

(a) Beverages

Beverage	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	None	None	None	None	None	None
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		12 oz.	15 calories (1.25 cal per oz.)
Other Beverages	May not be sold		May not be sold		12 oz.	100 calories (8.3 cal per oz.)

(b) Individual foods or snacks

Individual foods or snacks	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 gm total fat/26 calories)	35% or less (1 gm total fat/26 calories)	35% or less (1 gm 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	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.

**Saturated fat limit does not apply to snacks items that are nuts, eggs and cheese

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

- (c) entrée items: Foods generally regarded as being the primary food in a meal (sandwiches, burritos, pizza, pasta, etc)

	All Grade Levels
Serving Size	Single serving
Calories per serving	450
Fat content	4 g/100 cal or less

(2)

- 3.2. Except through the Nutrition Services program or district contracted vending machines, no foods or beverages will be sold, distributed or served on school campuses during the school day up through the end of the last lunch period .
 - 3.2.1. Foods sold after the last lunch, through the remainder of the school day or during extended school hours for activities such as clubs, yearbook, athletic practices, band and drama rehearsals shall meet the minimum nutrition standards set by Oregon Statute 455 and as outlined in (1).

- (3) Athletic events, theater performances and recitals or other gathering where parents/community members are significant parts of the audience and meetings for adult staff are not subject to Oregon Statute 455 and the above nutrition guidelines.

- 3.2.2. Foods and beverages served as class snacks shall meet the same nutrition guidelines as outlined in (1).

- 3.3. Classroom parties and celebrations are considered a “special event” and are not subject to the nutrition criteria as outlined in (1) however;

- 3.3.1. Refreshments served at these gatherings **must** be purchased from commercial, licensed, and inspected establishments, such as grocery stores, bakeries, restaurants and farmers markets.

- (a) Planners of these functions are strongly encouraged to consider the nutritional impact of all refreshments served. When minimally nutritious items are to be served, planners shall also provide nutritious alternatives.

- 3.3.1.1. Planners are strongly encouraged to schedule these functions so as not to continually disrupt instructional time. To the extent possible, these functions should not take place prior to the lunch period and should seek to limit commercial influence.
- (4) 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](#).
- (9) Schools shall follow USDA, Oregon Department of Education and District guidelines for serving students with special dietary needs.

4. ***Assurances that School Meals Meet Standards Established by Federal Law***

- 4.1. The District will offer school breakfast, lunch, supper, and snack programs with menus that 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 are offered as part of the meal.
- 4.2.2. Unlimited fresh fruit and fresh vegetables will be offered daily with all lunches.
- (a) In high schools, deep fried potatoes will be offered as part of the meal a maximum of three times per week. Schools are encouraged to offer oven-baked foods instead of fried foods.
- (b) In elementary and middle schools, no deep fried foods shall be offered.
- 4.3. Menus shall reflect student preferences 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***

- 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. This advisory committee shall strive to include teachers, school staff, students and 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

- (c) The Principal or designee of each school in the District shall conduct a baseline survey designed by the district of the school's existing environment as it relates to nutrition, nutrition education, physical education and physical activity programs and practices. A baseline survey shall be completed by within one year of the signing of this Administrative Directive.
- 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 other year after the initial survey 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 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 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.
- 5.3.1.1. The District Wellness Advisory Committee shall annually report to the appropriate committee of the School Board. 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.
- 5.3.2. The initial reports called for in (a) and (b) above shall be made no later than August 1, 2008, and subsequent annual reports shall be made no later than August 1 of each year thereafter. 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 an on-going District Wellness Advisory Committee to:
- 6.1.1. Assist in the implementation of the Wellness Policy and Administrative Directives by providing recommendations based on best practices and research-based efforts on issues related to student wellness.
- 6.1.2. Advise the District on issues concerning nutrition, nutrition education, physical education and physical activity programs and practices.

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- 6.1.3. Make written recommendations through the submission of an annual report and provide updates to the Board as may be requested by the Superintendent.
 - 6.1.4. Provide input to the District to assist with the District's efforts to evaluate the effectiveness of wellness implementation.
 - 6.1.5. Promote and represent the wellness initiatives of the District, not those of any individual or organization.
 - 6.2. The District Wellness Advisory Committee shall be comprised of no more than 25 members and shall represent:
 - 6.2.1. Parents of Portland Public School children
 - 6.2.2. Teachers teaching in the Portland Public Schools
 - 6.2.3. Students attending the Portland Public Schools who are in their junior or senior year
 - 6.2.4. School Administrators from the Portland Public Schools
 - 6.2.5. Portland-area business community
 - 6.2.6. Portland-area health care community
 - 6.2.7. Portland-area community organizations
 - 6.2.8. The committee shall meet at least once a quarter, but may meet more often as needed, and shall operate on a school-year calendar. The first yearly meeting shall occur no later than September 15 of each year. At the first yearly meeting of the committee, the members shall select a chair, vice-chair and secretary of the committee. No member may serve in these roles for more than two consecutive years.
 - 6.2.8.1. Members shall be appointed for three years and on an on-going basis, and as vacancies occur. A member wishing to resign from the committee shall do so in writing directed to the Superintendent and the chair of the committee. Such writing may be through electronic means. 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.
 - 6.2.9. Members are expected to attend all committee meetings. A member who inexcusably misses three consecutive committee meetings shall be removed from the committee and the Superintendent shall appoint a replacement.
 - 6.2.10. Members shall serve with no compensation from the District. The Wellness Advisory Committee is an advisory committee to the Superintendent. 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. 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

7.2. Section 204 of Public Law 108-265 (June 30, 2004)

For official use only	
Approved:	
_____	_____
Superintendent	Date



3.60-062-AD

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.



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- 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;



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- 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 develop 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;



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- 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.



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- 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 acceptance and policy regarding online/virtual options for health and physical education;
 - 2.2.1.4.1.3. Focus schools (e.g., Jefferson High School and Da Vinci Middle School) **may** substitute approved dance curriculum/programs in place of physical education in accordance with state and district policies.
- 2.3. Other School-Based Activities: The primary goal for other school-based activities is to create a school-wide climate and environment that is conducive to student well-being.
- 2.3.1. Other School-Based Activities Goals
 - 2.3.1.1. **Dining Environment:**
 - 2.3.1.1.1. Schools shall provide clean, safe, and pleasant dining environments for students;
 - 2.3.1.1.2. Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time;
 - 2.3.1.1.3. The school district shall make potable water available and accessible in all schools, so that students have access to water at meals and throughout the day;
 - 2.3.1.1.4. The school district shall encourage all students to participate in school meal programs and protect the identity of students who eat free and reduced price meals;
 - 2.3.1.1.4.1. Schools shall ensure that cafeterias are cashless and students are given a code to enter at the cash register;
 - 2.3.1.1.5. The school district shall encourage all students to eat healthy and nutritious meals within the school dining environment;
 - 2.3.1.1.6. In accordance with applicable laws, schools are encouraged to involve students in meal preparation, service, and clean- up;
 - 2.3.1.1.7. Schools shall encourage and facilitate access to hand washing before and after meals.
 - 2.3.1.2. **Time to Eat:**
 - 2.3.1.2.1. Schools shall provide adequate time for students to enjoy eating healthy foods (e.g., a minimum of 20 minutes of eating time, **after** being served, for lunch and 10 minutes for breakfast);



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- 2.3.1.2.2. Schools which provide morning meals free of charge shall schedule breakfast **after** the start of the school day;
- 2.3.1.2.3. Schools shall schedule lunch as close to the middle of the school day as possible. Opportunities for mid-morning or mid-afternoon snack breaks shall be encouraged;
- 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



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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 or 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 or within +/- 30 minutes of lunch service.
- 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](#));



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- 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



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- 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



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- 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.



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- 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]



3.60.062-AD Student Wellness through Nutrition ~~and~~, 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 ~~all~~ school districts participating in ~~the~~ federally funded Child Nutrition ~~programs~~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 Portland Public School District is committed to school environments that promote life long wellness by supporting a school environment with excellent and consistent nutrition, nutrition education, physical education, and physical activity. The District is also committed to providing a school environment and curricula that promote the consumption of foods of maximum nutritional density and participation in healthful, regularly scheduled physical activity.~~ 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*.

~~Obesity rates have doubled among young children and tripled among adolescents over the past twenty years, becoming a local and national epidemic. Sedentary lifestyle, lack of physical activity and excessive caloric intake are the predominant causes of childhood obesity. Schools can partner with families and the community to prevent and decrease overweight and obesity by making the healthy choice the easy choice for students during the school day. By doing so, school environments can help prevent obesity-related diseases in both children and adults.~~

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 ~~hasis~~ also ~~been~~ linked to improved academic performance. Results of physical fitness testing ~~showed~~show that higher levels of fitness ~~were~~are associated with higher achievement in mathematics and reading. The motor learning that occurs in a quality physical education program can support reading readiness, increasedincrease cognitive responses and improve attention span. Both nutrition and physical activity have a positive effect on student attendance by strengthening the immune system ~~and~~, helping to prevent illness, and enhancing student engagement and connectedness to schools.

~~Because nothing is more important than a child's health, the goals set forth in this administrative directive are ambitious. Earnest striving toward them can develop the healthiest and highest-achieving students ever. The goals~~

are meant to inspire and empower, not to overwhelm. Each school can progress in a way that best fits the needs, concerns and resources of its local community. Thoughtful, purposeful, phased-in change is commendable.

This administrative directive seeks to set

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 intend to carry out will implement Board Policy 3.60.060-P (Student Wellness through Nutrition and, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn, and establish and maintain lifelong healthy eating and activity patterns 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 activity education, and physical education 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”** any is bodily movement produced by skeletal muscles 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 educated/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 specially the art and science of developing and implementing a carefully designed instruction for students who require adaptations and modifications to participate safely and successfully in 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.

~~4.6.1.7.~~ **“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.

~~4.7.1.8.~~ **“Other School-based 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.

~~4.8.1.9.~~ **“A la carte Food Sales”** is a selection of food items each priced separately.

~~(1) **“Foods of Minimal Nutritional Value (FMNV) or Minimally Nutritious Foods”** those foods which provide less than five percent of the U.S. recommended daily allowances for each of eight specific nutrients per 100 calories and per serving; specific foods that are identified as not meeting these criteria include all carbonated beverages, water ices, chewing gum and a variety of candies (hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies, and candy-coated popcorn).~~

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 Other School-based Based Activities that Promote Student Wellness**

2.1. Nutrition Education-Goals-: The primary goal of nutrition education is to influence ~~students'~~ 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 work to provide age-appropriate:

2.1.1.1.1. Grade sequential, evidence-based nutrition education as part of the health and physical education curricula ~~that respects students' cultural practices; that is integrated into core subjects; and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District shall also seek to provide evidenced-based nutrition education curricula that foster lifelong healthy eating behaviors.~~

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— ~~is integral to a comprehensive education.~~

~~2.1.1.1.2.1.1.2.~~ 2.1.1.2. To the extent possible:

~~2.1.1.1.1.2.1.1.2.1.~~ 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.

~~2.1.1.1.2.2.1.1.2.2.~~ 2.1.1.2.2. Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classrooms school wide, with coordination among the nutrition service staff, administrators and teachers as much as possible.

~~(a) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.~~

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

~~2.1.1.1.3.2.1.1.2.4.~~ 2.1.1.2.4. District health education curriculum shall be based upon Oregon health education standards for nutrition and physical activity.

~~2.1.1.1.4.2.1.1.2.5.~~ 2.1.1.2.5. Nutrition education shall be part of the health education and integrated in other core curricula (e.g., math, science, language arts). curriculum:

~~(b) Schools shall strive to link nutrition education and physical activity with a coordinated school health program.~~

~~2.1.1.1.5.2.1.1.2.6.~~ 2.1.1.2.6. Staff and teachers who provide nutrition education shall have appropriate training.

~~2.1.1.1.6.2.1.1.2.7.~~ 2.1.1.2.7. Schools shall encourage parents and guardians to support healthy eating and physical activity behaviors.

~~2.1.1.1.7; 2.1.1.2.8.~~ Schools shall strive to ~~conduct~~provide nutrition and physical education activities that involve families, students and the community-;

~~2.1.1.1.8; 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-;

~~2.1.1.1.9; 2.1.1.2.10.~~ The district shall strive to develop a farm to school program to provide ~~fresh, wholesome, local and,~~ sustainably grown foods-, and student learning experiences.

2.2. Physical Education and Physical Activity Goals-; The primary goals ~~for of~~ physical education and physical activity are to: build positively influence students' ability, confidence, and desire to be physically active for life. Building such knowledge, attitudes and skills through helps children engage in physical pursuits across the lifespan.

2.2.1. Physical Education and Physical Activity Goals

~~2.1.1.2.2.2.1.1.~~ Physical education (PE) programs that will enable all students to acquire the knowledge and skills necessary to maintain physical fitness, participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for all students throughout the day at school and which also has the potential to carry over into the student's home environment, while decreasing sedentary time; and promote a physically active and make healthy lifestyle for all community members, including staff, families and students. To the extent possible: 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 ~~the district's~~state and district physical education standards

~~2.1.1.2.1.2.2.1.2.2.~~ Provide a comprehensive, standards-based physical education curriculum standards: 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 develop 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;

~~2.1.1.2.2;~~2.2.1.3.4. Adequately and appropriately develop knowledge and skills for a variety of traditional and non-traditional physical activities;~~;~~

~~2.1.1.2.3;~~2.2.1.3.5. Improve and/or maintain students' physical fitness, providing as well as provide the tools to self assess;

~~2.1.1.2.4;~~2.2.1.3.6. Teach short- and long-term benefits of a physically active and healthy lifestyle;~~and~~

~~2.1.1.2.5;~~2.2.1.3.7. Promote a lifelong physically active lifestyle;~~;~~

~~(e) At a minimum, provide physical education to~~Encourage all students ~~as follows:~~

~~(A) Elementary school students — two times per week for an entire school year.~~

~~(B) Middle school students — the equivalent of daily physical education for one semester.~~

~~(C) High school students — daily physical education for one year in accordance with Oregon Department of Education requirements.~~

~~(d) Whenever possible, physical education classes will be taught by teachers with appropriate training and credentials for physical education.~~

2.2.1.3.8. Whenever possible, all students shall to be physically active during the school day through PE physical education classes, and daily recess periods for elementary school students, the use of evidenced-based classroom teaching

~~techniques, such as stretching and movement breaks, and the integration of (Elementary Schools):~~

~~2.2.1.3.8.1. Every K-5 school shall provide two physical activity into the academic curriculum, 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):~~

~~2.1.1.2.5.1-2.2.1.3.8.2. Recess **shall not** be used as a substitute for PEphysical education classes.;~~

~~2.2.1.3.9. Whenever possible,Encourage ALL teachers to integrate physical activity throughout the school day using such techniques as stretch breaks and movement based classroom activities:~~

~~2.1.1.2.6-2.2.1.3.10. Give all students ~~shall be given~~ opportunities ~~for~~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.;~~

~~2.1.1.2.7-2.2.1.3.11. ~~Schools shall encourage~~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.;~~

~~2.1.1.2.8-2.2.1.3.12. ~~Schools shall provide adequate training to enable~~Enable teachers, and other school staff to promote enjoyable, lifelong physical activity ~~among students.;~~~~

~~2.1.1.2.9-2.2.1.3.13. ~~Schools shall encourage~~Encourage, promote and ~~conduct~~engage in physical activities that involve families, students, school staff and the community, including safe walking or biking to school.;~~

~~(e) Schools shall encourage students to meet the American Academy of Pediatrics recommendation of 50 minutes daily of physical activity.~~

~~2.2.1.4. Goals for **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 acceptance and policy regarding online/virtual options for health and physical education;

2.2.1.4.1.3. Focus schools (e.g., Jefferson High School and Da Vinci Middle School) may substitute approved dance curriculum/programs in place of physical education in accordance with state and district policies.

~~2.2.2.3.~~ Other School-Based Activities—: The primary goal for other school-based activities is to create a total-school-wide climate and environment that is conducive to student well-being. ~~This includes, but is not limited to the following:~~

2.3.1. Other School-Based Activities Goals

2.2.1.1.2.3.1.1. Dining Environment—:

2.2.1.1.1.2.3.1.1.1. Schools shall provide clean, safe, and pleasant ~~meal~~dining environments for students—;

2.2.1.1.2.2.3.1.1.2. Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time—;

2.2.1.1.3.2.3.1.1.3. The school district shall make drinking fountainspotable water available and accessible in all schools, so that students have access to water at meals and throughout the day—;

2.2.1.1.4.2.3.1.1.4. The school district shall encourage all students to participate in school ~~meals program~~meal programs and protect the identity of students who eat free and reduced price meals—;

2.3.1.1.4.1. Schools shall ensure that cafeterias are cashless and students are given a code to enter at the cash register;

2.2.1.1.5.2.3.1.1.5. The school district shall encourage all students to eat healthy and nutritious meals within the school dining environment—;

2.2.1.1.6.2.3.1.1.6. In accordance with applicable laws, schools are encouraged to involve students in meal preparation, service, and clean-up—;

2.2.1.1.7.2.3.1.1.7. Schools shall encourage and facilitate access to hand washing before and after meals. __

2.2.1.2.2.3.1.2. Time to Eat—:

2.2.1.2.1.2.3.1.2.1. Schools shall provide adequate time for students to enjoy eating healthy foods ~~with friends in schools;~~(e.g., a

minimum of 20 minutes of eating time, **after** being served, for lunch and 10 minutes for breakfast-);

2.3.1.2.2. Schools which provide morning meals free of charge will~~shall~~ schedule breakfast after the start of the school day;

2.2.1.2.2-2.3.1.2.3. Schools shall schedule lunch as close to the middle of the school day as possible. -Opportunities for mid-morning or mid-afternoon snack breaks shall be encouraged-);

2.3.1.2.4. ~~Whenever possible, schools~~Schools shall work to schedule recess ~~for elementary schools~~ before lunch so that children will come to lunch less distracted and ready to eat-
(Elementary Schools);

2.2.1.2.2-1-2.3.1.2.4.1. Schools are encouraged to schedule separate recess and dining times- (Elementary Schools).

2.2.1.3-2.3.1.3. **Food or Physical Activity as a Reward or Punishment-;**

2.2.1.3.1-2.3.1.3.1. The use of food as a reward or punishment in schools shall be prohibited-);

2.2.1.3.2-2.3.1.3.2. Schools shall not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time. ~~While this practice has been used by many throughout the years, continued use is strongly discouraged and should be avoided;~~ 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.

2.2.1.4-2.3.1.5. **Consistent School Activities and Environment-;**

2.3.1.5.1. The school district shall require all ~~schools'~~schools' fundraising efforts to ~~be;~~

2.3.1.5.1.1. Be supportive of student wellness, ~~comply;~~

2.3.1.5.1.2. Comply with Nutrition Guidelines for All Foods Available on Campus~~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,~~school day promote physical activity ~~and limit;~~

2.2.1.4.1.1-2.3.1.5.1.4. Limit commercial influence.

- ~~2.2.1.4.2;2.3.1.5.2.~~ The school district shall work to provide opportunities for ~~on-goingongoing~~ professional training and development for ~~foodservicefood service~~ staff and teachers in the areas of nutrition ~~and,~~ physical education ~~-, and physical activity.~~
- ~~2.2.1.4.3;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 ~~-. _~~
- ~~2.2.1.4.4;2.3.1.5.4.~~ The District, ~~to the extent possible,~~ shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as ~~Food Stamps, the~~SNAP-ED, SNAP, Child Nutrition ~~ProgramPrograms,~~ and Women, Infants and Children (WIC) to students and parents.
- ~~2.2.1.4.5;2.3.1.5.5.~~ Schools, ~~to the extent possible,~~ 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).~~
- ~~2.2.1.4.6;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~~During the School Day**

- 3.1. ~~Students' lifelong eating habits are greatly influenced by the types of foods and beverages available in their daily environment. In addition to ensuring that reimbursable school meals meet or exceed program requirements and nutrition standards, the district has also established standards or~~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. All competitive foods and beverages should, to the extent possible, be nutrient dense, fresh, locally grown and locally producedSchools 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 ~~sold through~~in the food service program on school campuses:

3.1.1.3.2.1. All schools shall meet the following limit beverage selections to water, milk, soymilk, and 100 percent juice or those meeting Oregon Smart Snacks minimum nutrition standards set by Oregon Statute 455 grade level;

(a) Beverages

Beverage	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	None	None	None	None	None	None
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		12 oz.	15 calories (1.25 cal per oz.)
Other Beverages	May not be sold		May not be sold		12 oz.	100 calories (8.3 cal per oz.)

(b) Individual foods or snacks

Individual foods or snacks	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 gm total fat/26 calories)	35% or less (1 gm total fat/26 calories)	35% or less (1 gm 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	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.

**Saturated fat limit does not apply to snacks items that are nuts, eggs and cheese

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

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

(b) Foods generally regarded as being the primary food in a meal (sandwiches, burritos, pizza, pasta, etc)

	All Grade Levels
--	------------------

Serving Size	Single serving
Calories per serving	450
Fat content	4 g/100 cal or less

(2)

~~3.2.3.3.~~ Except through the Nutrition Services program or district contracted vending machines, no foods or beverages will be and beverages sold, distributed or served on school campuses during the school day up through the end of the last lunch period. "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 or within +/- 30 minutes of lunch service.;

~~3.4.~~ Special Circumstances: Food and Beverages

~~3.2.1.3.4.1.~~ Foods offered in classrooms or school-sponsored activities, and food and beverage items sold after the last lunch, through the remainder of the school day or during extended school hours for activities such as clubs, yearbook, athletic practices, band and drama rehearsals part of an approved school fundraising event shall meet the minimum state and federal nutrition standards set by Oregon Statute 455 and as outlined in (1)-requirements (ODE: Smart Snacks);

~~(3)~~ Athletic events, theater performances and recitals or other gathering where parents/community members are significant parts of the audience and meetings for adult staff are not subject to Oregon Statute 455 and the above nutrition guidelines.

~~3.2.2.3.4.2.~~ Foods and beverages served as class snacks shall meet the same nutrition guidelines as outlined in (1)-state and federal nutrition guidelines (ODE: Smart Snacks).

~~3.3.3.5.~~ Classroom All foods offered for celebrations, parties, and celebrations as classroom snacks during the school day are considered a "special event" and are not subject encouraged to meet the nutrition criteria as outlined in (1) however standards set by the USDA and the Oregon Smart Snacks Standards. Additionally;

~~3.3.1.3.5.1.~~ Refreshments served at these gatherings **must** be purchased from commercial, licensed, and inspected establishments, such as grocery stores, bakeries, restaurants and farmersfarmer's markets.;

~~(a)~~ Planners of these functions are strongly encouraged to consider the nutritional impact of all refreshments served. When

~~minimally nutritious items are to be served, planners shall also provide nutritious alternatives.~~

~~3.5.2. Planners are strongly encouraged to schedule these functions so as not to continually disrupt instructional time.;~~

~~3.3.1.1-3.5.2.1. To the extent possible, these functions should not take place prior to the lunch period and should seek to limit commercial influence.~~

~~(4) 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.~~

~~(9) Schools shall follow USDA, Oregon Department of Education and District guidelines for serving students with special dietary needs.~~

4. **Assurances that School Meals Meet Standards Established by Federal Law**

4.1. The District ~~will~~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 ~~fresh~~ fruit and ~~fresh~~ vegetables will be offered daily with all school lunches.

~~(a) In high schools, deep fried potatoes will be offered as part of the meal a maximum of three times per week. Schools are encouraged to offer oven-baked foods instead of fried foods.~~

~~(b) In elementary and middle schools, no deep fried foods shall be offered.~~

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~~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~~principal~~ on health and wellness activities.~~This advisory~~

~~committee shall strive to include teachers, school staff, students and parents.;~~

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

~~(e) The Principal or designee of each school in the District shall conduct a baseline survey designed by the district of the school's existing environment as it relates to nutrition, nutrition education, physical education and physical activity programs and practices. A baseline survey shall be completed by within one year of the signing of this Administrative Directive.~~

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 ~~other year after the initial survey~~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.;

~~5.3.1.1-5.3.2.1.~~ 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. __

~~5.3.2-5.3.3.~~ 5.3.3. ~~The initial reports called for in (a) and (b) above shall be made no later than August 1, 2008, and subsequent annual~~Annual reports shall be made no later than August 1 of each year ~~thereafter.~~ 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 ~~an~~ an on-going District Wellness Advisory Committee ~~to~~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:

~~6.1.1-~~6.2.1. Assist in the implementation of the Wellness Policy and Administrative Directives by providing recommendations based on best practices and ~~research~~evidence-based efforts on issues related to student wellness.

~~6.1.2-~~6.2.2. Advise the District on issues concerning nutrition standards, nutrition promotion, nutrition education, physical education and physical activity programs and practices.

~~6.1.3-~~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.

~~6.1.4-~~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.

~~6.1.5-~~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.

~~6.2.6.3.~~ 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:

~~6.2.1-~~6.3.1. Parents of Portland Public School children-; _

~~6.2.2-~~6.3.2. Teachers teaching in the Portland Public Schools-, including teachers of physical education; _

~~6.2.3-~~6.3.3. Students attending the Portland Public Schools who are in their junior or senior year-; _

~~6.2.4-~~6.3.4. School Administrators from the Portland Public Schools-; _

6.3.5. Nutrition Services representatives;

6.3.6. School Health Professionals;

~~6.2.5-~~6.3.7. Portland-area business community-; _

~~6.2.6-~~6.3.8. Portland-area health care community-; _

~~6.2.7-~~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 ~~September 15~~October 30 of each year.;

~~6.2.8-6.4.2.~~ 6.4.2. At the first yearly meeting of the committee, the members shall select a chair, vice-chair and secretary of the committee. ~~No member may serve in these roles for more than two consecutive years.~~;

6.4.2.1. No member may serve in these roles for more than two consecutive years.

6.4.3. Members shall be appointed ~~for three years and~~ 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.;

~~6.2.8.1-6.4.3.3.~~ 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.

~~6.2.9-6.5.1.~~ 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 ~~with no~~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.;

~~6.2.10-6.7.2.~~ 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]

For official use only

Approved:

Superintendent

Date

DRAFT



BOARD POLICY

CONFLICT OF INTEREST - NEPOTISM

X.XX.XXX-P

Draft 04/20/18

I. Purpose and Objectives

Portland Public Schools is committed to the highest standards of ethical conduct and professionalism. This policy sets forth guidelines for PPS employees to avoid conflicts of interest caused by real or perceived favoritism based on family or personal relationships.

This policy is intended to promote public confidence in the impartiality and independent judgment of PPS employees by setting clear expectations about reporting and mitigating any impacts of actual or perceived nepotism.

II. Definitions

- a. *Line of Authority* means employees for whom one directly or indirectly, through a chain of direct reporting relationships, has responsibility for directing or overseeing the activities of and/or for evaluating their performance or conducting observations supporting evaluations or approving salary or employment changes.
- b. *Related* means belonging to the same family by blood, adoption, or marriage; in a domestic partnership or cohabitation arrangement; or in a romantic, sexual, or other consensual relationship that may give the appearance of favoritism. The nature of relationships varies widely, so it is not possible to define precisely and exhaustively all situations in which a potential conflict of interest may arise. Any close personal relationship that may create real or perceived favoritism should be considered under the definition of *related* in all circumstances covered by this policy.

III. Nepotism in Employment

- a. PPS permits the employment of qualified individuals who are *related* to employees as long as the relationships are disclosed and either the conflict can be mitigated or such employment does not create a real or potential conflict of interest.
- b. Employees shall recuse themselves from participating in any employment process or decision regarding *related* individuals, working in the same or different areas, with whom the employee would have direct or *line of authority* reporting relationship. Employment processes or decisions that the employee should recuse themselves from include, but are not limited to, any activity that has the ability to impact a decision to:
 - i. hire, retain, or terminate employment
 - ii. transfer, promote, or otherwise change status
 - iii. identify or assign duties or responsibilities
 - iv. evaluate and document performance, or
 - v. determine or influence compensation or any other terms, conditions, or benefits of employment



BOARD POLICY

CONFLICT OF INTEREST - NEPOTISM

X.XX.XXX-P

Draft 04/20/18

IV. Nepotism in Contracting and Procurement

- a. PPS permits the contracting with qualified vendors who are *related* to employees as long as the relationships are disclosed and either the conflict can be mitigated or it does not create a real or potential conflict of interest.
- b. Employees shall recuse themselves from participating in any procurement process or decision or contract management activity regarding independent contracts to any *related* individual or a business entity in which a *related* individual has direct or indirect ownership or decision-making authority or influence over the area responsible for providing or evaluating the contracted goods or services to Portland Public Schools.

V. Application to School Board Members

- a. School Board Members shall not recommend, advance, or advocate for employment or employment decisions regarding specific *related* individuals, although this policy does not prevent School Board Members from recommending, advancing, or advocating for employment.
- b. School Board Members shall not recommend, advance, or advocate for independent contracts to any *related* individual or a business entity in which a *related* individual has direct or indirect ownership or decision-making authority or influence over the area responsible for providing or evaluating the contracted goods or services to Portland Public Schools.
- c. If a School Board Member is in a position where they may vote on an agenda item where there is a real or perceived conflict of interest related to nepotism, Board Members are required to report real or perceived conflicts as required by law.

VI. Reporting

- a. The District shall create an Administrative Directive to outline a process for reporting and tracking any real or perceived conflicts of interest related to nepotism, as well as the agreed-upon mitigation strategies for managing such conflicts.
- b. Employees shall report any potential employment or contracting of a *related* individual to their immediate supervisor and via the process identified in the Administrative Directive, prior to proceeding with any employment or contracting of a *related* individual. The supervisor shall determine whether a conflict exists, and if so, provide a recommendation to mitigate the conflict to Human Resources.
- c. The Chief of Human Resources, or their designee, will review the report and supervisor's mitigation recommendation.
- d. The Chief of Human Resources shall report any potential employment or contracting of an individual *related* to the Chief of Human Resources to the Superintendent.



BOARD POLICY CONFLICT OF INTEREST - NEPOTISM

X.XX.XXX-P

Draft 04/20/18

- e. The Superintendent shall report any potential employment or contracting of an individual *related* to the Superintendent to Board leadership.
- f. The record of the report, including the date of the report and the mitigation of any conflict, will be maintained by the HR department. Records will be reviewed annually by the Chief of Human Resources and the Superintendent.

VII. Addressing existing or developing conflicts

- a. Employees who become *related* during the course of their employment will be treated in accordance with this policy. Employees are obligated to report this relationship as soon as possible but no later than 30 days from the date they become *related*.
- b. Employees already employed by PPS and who are *related* will be treated in accordance with the policy requirements for disclosure and mitigation of any conflict. Employees are obligated to report this relationship as soon as possible but no later than 30 days from the date this policy is adopted.

Harriet Tubman Middle School

Initial Assessment of Outdoor Air Health Risks

William Lambert, PhD
Presentation to PPS Board
Tuesday May-22-2018

My role is to provide the health risk
assessment

ACTIVITIES

1. Evaluation of outdoor air quality
2. Evaluation of post-remodel indoor and outdoor air pollution measurements
3. Assessment of potential health risks for children focusing on I/O activity patterns and level of physical activity

Remodeling activities designed to reduce child and teacher exposure to hazards

1. New HVAC system to filter outdoor air
2. New roof and repairs to prevent water damage and mold
3. Removal of asbestos containing materials
4. Radon mitigation
5. Installation of new drinking fountains to reduce lead exposure

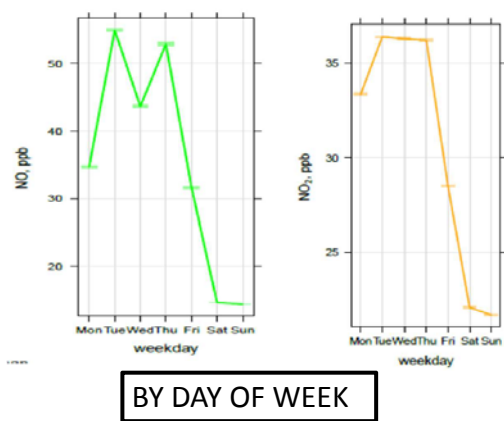
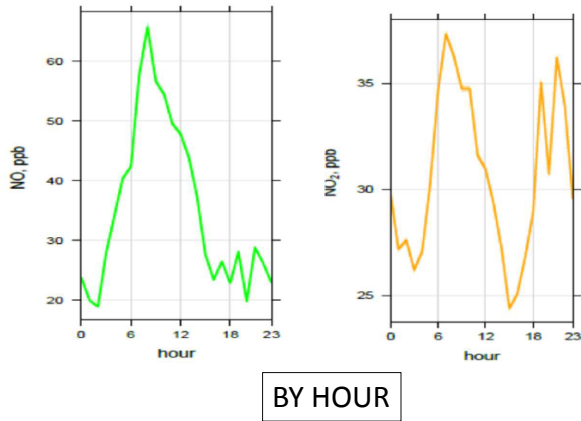
Portland State University scientists monitored outdoor air in March & April

Pollutants known to be in motor vehicle exhaust and industry:

- Criteria pollutants:
 1. NO_x and NO₂
 2. PM_{2.5} and PM₁₀
 3. Carbon monoxide
- Ultrafine Particulate Matter
- Black carbon
- Air toxics:
 1. 16 Volatile Organic Compounds (VOCs)
 2. 7 Metals



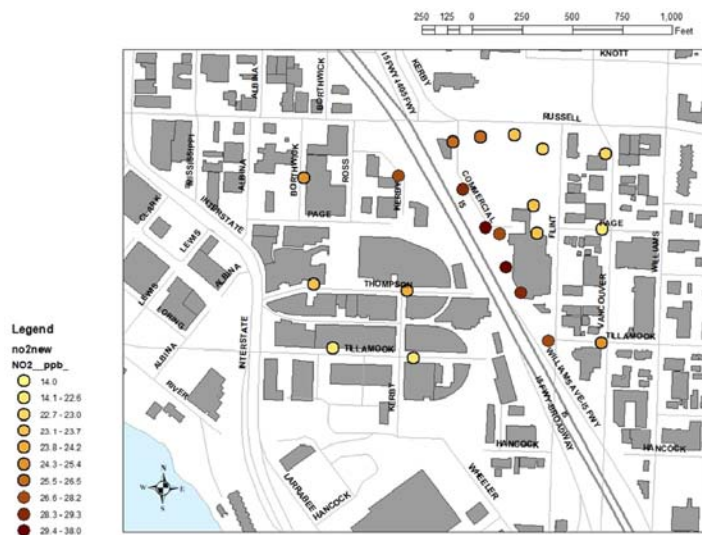
NOx and NO2



NAAQS: 1-hour standard = 100 ppb
Annual average = 53 ppb

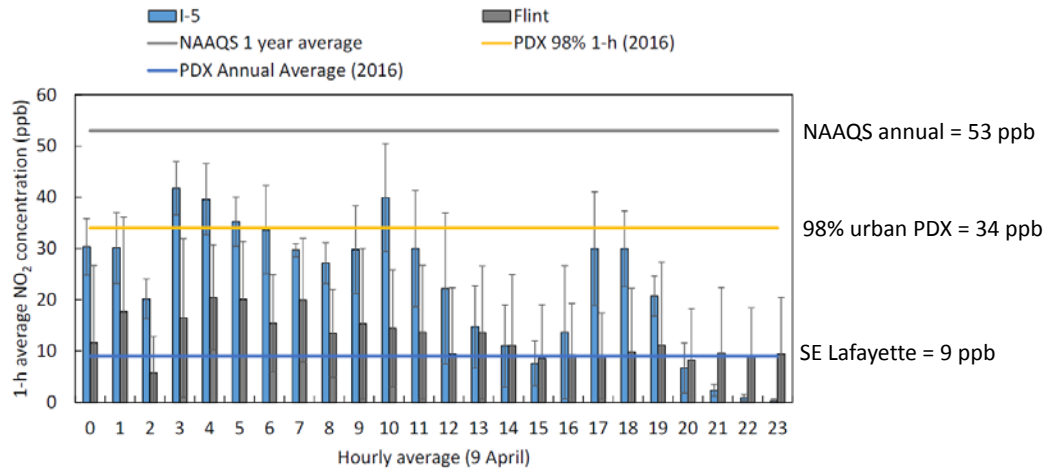
NO2

- Meteorologic data indicated that the source was from the West
- 2-wk passive samplers show the average
- Lower upwind to the East
- Strong gradient from the West side of the freeway



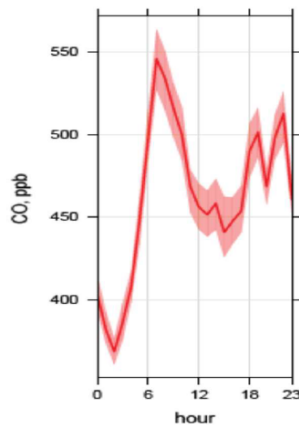
NO2 is well below the federal standard

← NAAQS 1-hr = 100 ppb

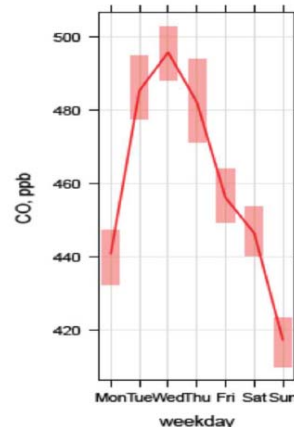


Carbon monoxide

- Carbon monoxide levels were consistently below federal standards during the school day
- NAAQS
 - 1-hr average = 3500 ppb
 - 24-hour average = 900 ppb

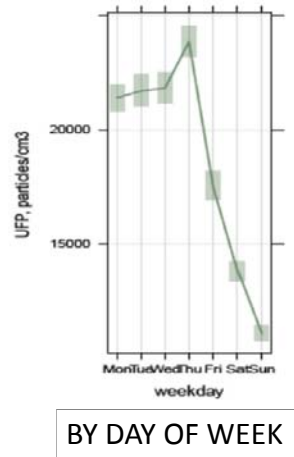
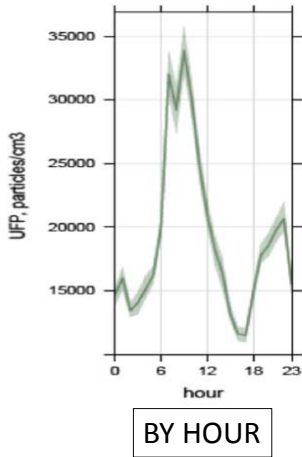


BY HOUR



BY DAY OF WEEK

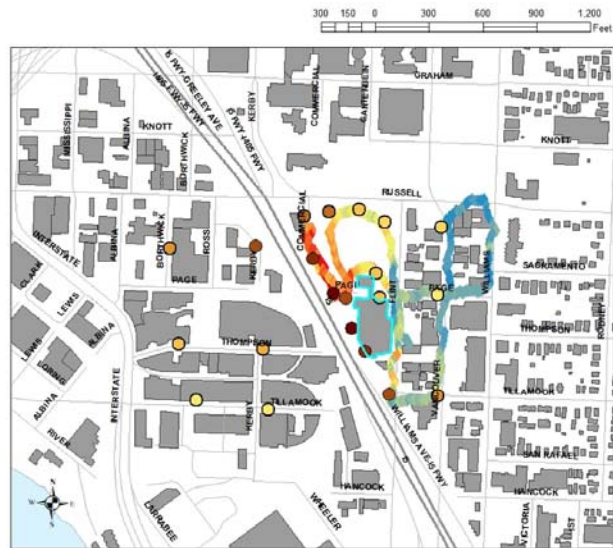
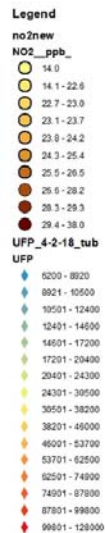
Particulate matter



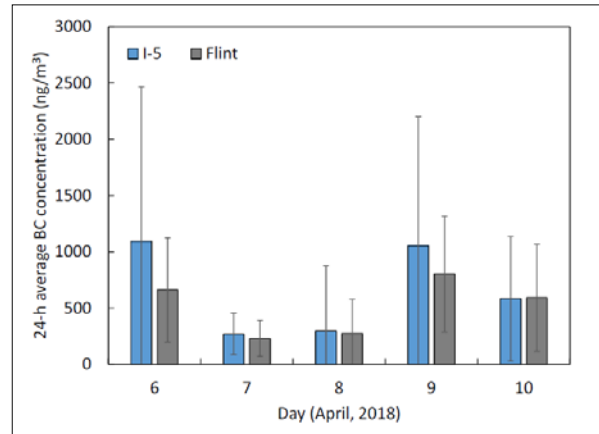
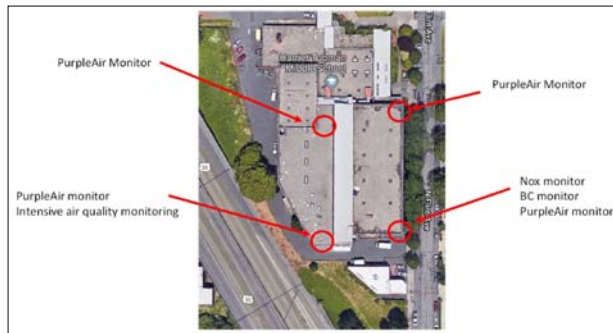
No federal standard for particle counts

NO2 and Ultra Fine Particles overlay

- NO2 and UFP are traffic-related pollutants
- Overlay of measurements shows strong reductions in concentration with distance from the freeway

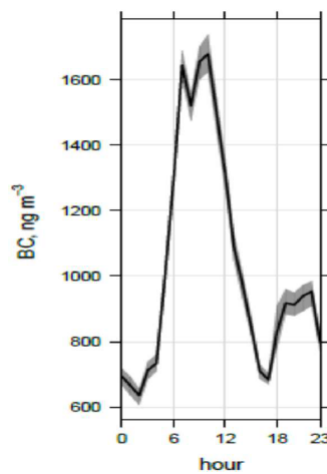


Black Carbon – West versus East sides of school

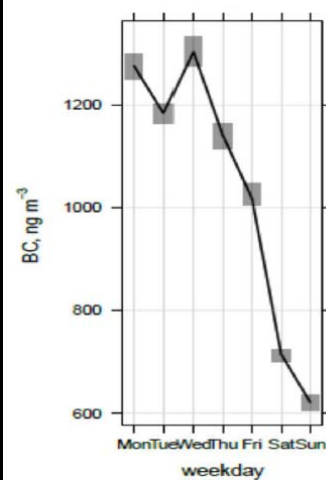


Black carbon

- Black carbon is a measure of diesel exhaust
- Can be thought of as ultrafine soot
- Can be deposited in the deep lung
- A health concern because PAHs and VOCs can be adsorbed on surface of the particles



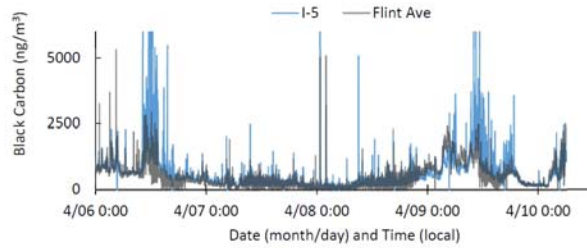
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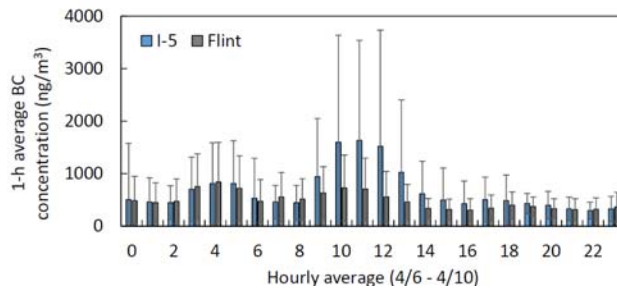
BY DAY OF WEEK

Black carbon –West vs. East sides of school

Continuous counts



24-hr average



Metals

- With the exception of arsenic, concentrations were consistently below Oregon DEQ ABCs
 - Arsenic is elevated throughout Portland and many parts of Oregon – attributed to suspended fine soil dust
- In 2009, US EPA measured elevated cadmium levels at Tubman
- Now, cadmium is absent - less than detection limit

Toxic Metal	Oregon ABC (1 in million risk) ug/m3	PM ₁₀ µg/m3 (uncertainty) n=10	PM _{2.5} µg/m3 (uncertainty) n=7	Method
Arsenic	0.0002	0.0009 (0.0003)	0.0012 (0.0003)	XRF
Cadmium	0.0006	<DL	NA	ICP-OES, DL=0.0007
Cobalt	0.1	0.0001 (0.0013)	<DL (0.0013)	XRF
Lead	0.15	0.002 (0.0005)	0.008 (0.0005)	XRF
Manganese	0.09	0.0230 (0.0018)	0.0143 (0.0013)	XRF
Mercury	0.3	0.0001 (0.0005)	<DL (0.0005)	XRF
Nickel	0.004	0.0019 (0.0003)	0.0014 (0.0003)	XRF

XRF = X-ray fluorescence
 ICP-OES = Inductively coupled plasma – optical emission spectroscopy

VOCs

- Measurements made West building face (southwest corner)
- 13 of 16 VOCs were at trace levels or below the Oregon ABCs*
- PDX urban background also exceeds for these VOCs
- ABCs are set to reduce the risks of disease from a lifetime of exposure at these levels

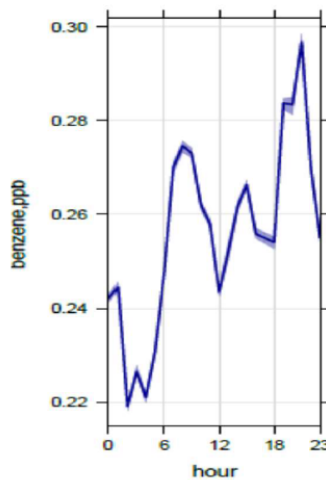
3 VOCs are Elevated Above ABCs

Chemical	PDX background 24-hr avg (µg/m3)	Oregon DEQ ABC (µg/m3)	Tubman average weekday 7-4 PM (µg/m3)
Acrolein	0.25	0.02	0.40
Benzene	0.59	0.13	0.91 / 1.03
Naphthalene	traces	0.03	0.12 / 0.31

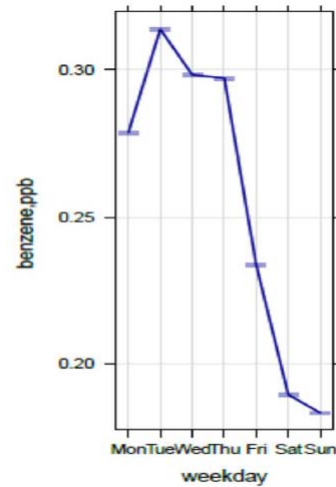
*ABC = Ambient Benchmark Concentration

Benzene

- Benzene is a component of automobile exhaust
- Known to be elevated near roadways
- Urban background is dropping, attributed to availability of cleaner fuels



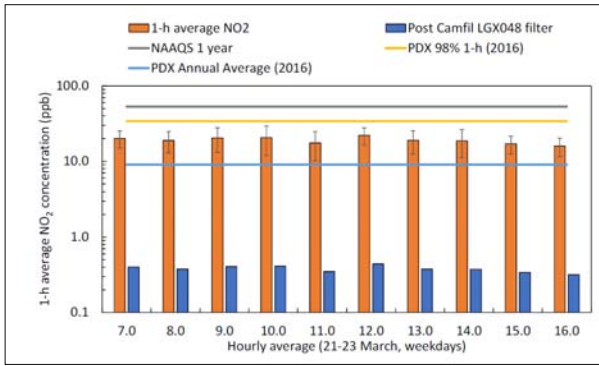
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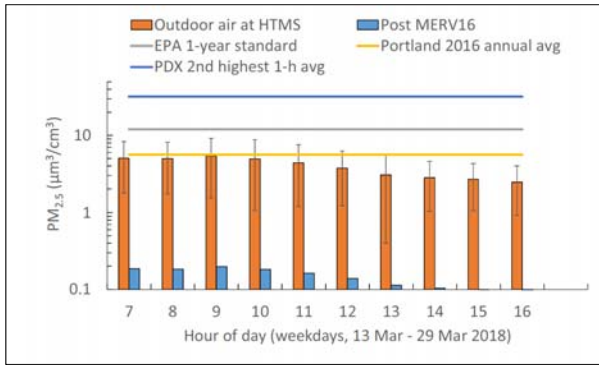
BY DAY OF WEEK

Implications for design of HVAC filtration (1)

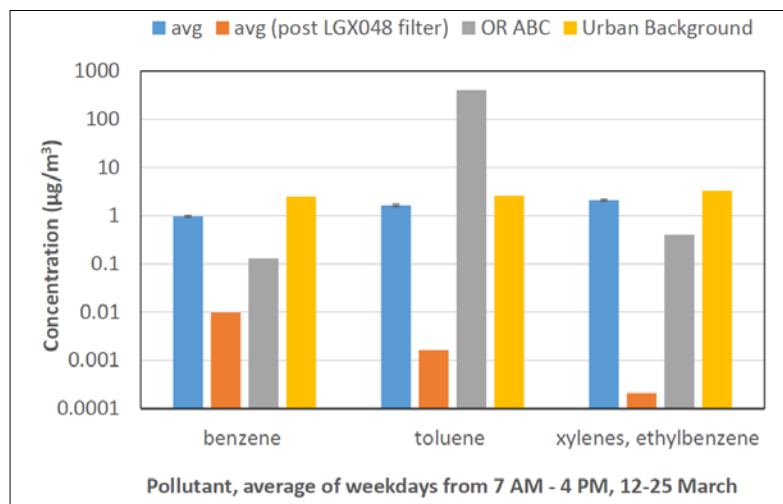
Expected reduction in Indoor NO₂



Expected reduction in Indoor PM_{2.5}



Implications for design of HVAC filtration (2)



Implications for next round of measurements

Design pollution and meteorological measurements according to student/staff time-activity patterns:

- Place monitors in areas occupied by students and staff
 - Indoors: West and East classrooms, and gymnasium
 - Outdoors: New Intake, rooftop basketball court, both sides of Lillis-Albina City Park, West and East sides of school, Flint and Vancouver Avenues
- Report hourly time-weighted measurements with school day schedule

Typical middle school schedule

Typical PPS middle school schedule:

- | | | |
|---------------|--------------------------|--------------------------|
| • 8:50 am | Breakfast | } Essentially, a 9-4 day |
| • 9:05 am | First bell | |
| • 11:15-12 pm | Lunch 1 (earlier grades) | |
| • 12-12:45 pm | Lunch 2 (later grades) | |
| • 3:45 am | Dismissal | |

• We will factor in:

- outdoor time for recess and PE
- use of the outdoor basketball court on roof of Industrial Arts Building and Lillis-Albina City Park
- student/staff arrival and departure
- before-and after- school programs, e.g., breakfast, band, dance, and athletics

Conclusions (1)

- Monitoring confirms expectations of substantial influence of traffic-related pollutants on outdoor air quality
- Levels of Criteria Pollutants, although elevated, are within health standards
- Levels of 3 Air Toxics are elevated above Oregon DEQ's ABCs
- Levels of ultra-fine particles and black carbon are elevated
- This confirms the need for air filtration on the new HVAC system and the installation of new West side windows

Conclusions (2)

- Concentrations fall off rapidly across the school grounds and city park with increasing distance from I-5
- The N. Flint Avenue, the east side of the school, and the far side of Lillis-Albina City Park approach the background concentrations of the neighborhood
- Exposure to traffic exhaust can be avoided by staying to the East and North sides of the school and the city park
- The levels of particulate matter and gases should be greatly reduced by the planned HVAC filtration system

Questions

Community Budget Review Committee (CBRC) of Portland Public Schools (PPS)
Review of the 2018/19 Proposed Budget

The Superintendent's proposed 2018/19 Budget will increase overall staffing in schools through a new school site-based staffing model and cut 65 positions in the central office. While we are encouraged by some of the systemic changes implemented in this budget, CBRC is wary of such significant personnel and programmatic cuts, the consequences of which are still unknown. CBRC expects the Board and Superintendent to begin comprehensive efforts to evaluate budget decisions so that there is clarity and transparency into how and why cuts and investments are made.

We recognize that the single biggest contributor to the lack of resources in this District is the failure of the State Legislature to fully fund it. The legislature must enact significant revenue reform to fund the [Quality Education Model](#) for all students regardless of their residence. CBRC is thankful to the community for continuing to support Portland Public Schools (PPS) through the Local Option Levy, which will fund approximately 800 teachers for the 2018/19 school year.

We also acknowledge that PPS is responsible for developing and implementing an annual budget based on available resources. CBRC's review of the 2018/19 proposed budget surfaced several key strengths including a more equitable staffing model and increased reserves. However, it raised a number of questions and concerns that we urge the Board to take into consideration before voting on its approval.

Lack of Alignment between Proposed Budget and Student-Centered, Measurable Goals

This budget focuses on process without identifying how these new processes and systems specifically affect students. We expect the Superintendent and Board to clearly state their goals for students and explain how investments, changes in policy or process, and reorganization of staff connect to those goals. Though we respect the expertise of District staff, without clear and thorough information, it is challenging, if not impossible, to fully understand and assess proposed budget changes. We urge the District to invest in building capacity to monitor program implementation, collect data and report on progress, and evaluate impact of investments.

New Staffing Model

We support the intention of the new school-site based staffing model that aims to address many inequities in programming across the District including disproportionate staffing ratios between dual immersion and neighborhood strands, physical education (P.E.) for all students in grades K-5, and redistribution of the equity allocation to the schools most in need. Our support of the new staffing model is contingent upon its faithful implementation. However, early feedback from the community, teachers, and principals has made us very skeptical that the implementation will meet its intention. Whether real or perceived, we are wary of the apparent reduced flexibility of programming by principals.

The District has not dealt with boundaries and enrollment, and in combination with the new staffing model, there is increased pressure on this year's budget. The District must provide the funding and

capacity to create right-sized, multi-strand schools. The continued unwillingness by the District to systemically resolve the enrollment and balancing issues demonstrates a continued preference for affluent, white, or focus option constituencies.

Central Office Budget

The 2018/2019 budget cuts 65 positions in the central office. CBRC is concerned about the ability of PPS to continue to provide adequate oversight, evaluation services, and administrative support with such significant decreases. Another concern is the ability of PPS to recruit and retain highly effective staff. CBRC has seen this firsthand in the large turnover of budget and finance staff over the last three years.

The reorganization of finance and operations staff within the central office is of particular concern. Eliminating both the Chief Financial Officer (CFO) and Chief Operations Officer (COO) positions and putting all of finance and operations under a single deputy superintendent may downplay the importance of budgeting and expenditures within the District. These two departments typically act as checks and balances against one another.

CBRC recognizes the financial investment in this year's budget to set aside funds to purchase comprehensive budgeting software. Last year, the lack of adequate budget software resulted in nearly \$4 million in errors in the annual budget.

Reserves

In 2016, CBRC presented to the Board a revised reserves policy with the goal of increasing unassigned contingency to 5% by 2021 and 10% by 2026. On April 19, 2017, the Board unanimously approved the new reserves policy. The 2018/2019 budget holds 4% in reserves, in line with the goals of the Board.

Independent School Foundations

Independent school foundations are designed to expand resources within the District. However, the current funding model exacerbates inequities across the District. The highest fundraising schools are typically schools in higher income/higher wealth neighborhoods. Sharing one-third of the funds, above \$10,000 across the District does not ensure equity because the current redistribution is still so heavily skewed toward the fundraising school. We direct the Board to make the distribution of foundation funds more equitable and eliminate fundraising loopholes.

Concluding Remarks

In addition to actively advocating for adequate state funding, it is the responsibility of the District to thoughtfully and transparently use its resources to best educate its students. CBRC is hopeful that proposed systemic changes will solve many of the existing inequities in PPS. However, before we can support the approval of this budget, we expect the Superintendent and Board to establish and state student-centered goals and identify how the new budget supports achievement of those goals, and more broadly, fully and carefully consider the concerns and requests we have made before approving the budget.

CBRC respectfully submits this report to the PPS Board of Education:

Gabrielle Mercedes Bolívar, Co-Chair

Harmony Quiroz, Co-Chair

Dick Cherry

Justin Elardo

Sara Kerr

Roger Kirchner

Judah McAuley

Alice Perry

Irina Phillips

Betsy Salter

**Community Budget Review Committee for Portland Public Schools
Local Option Levy Review 2017-18**

The Community Budget Review Committee (CBRC) conducted a general review of Portland Public Schools (PPS) expenditures of the Local Option Levy (Levy) funds approved by voters in November 2014. Measure 26-161 mandates independent citizen oversight to ensure tax dollars are used for purposes approved by local voters.

The CBRC examined Levy data to determine the use of funds in the following areas:

- Help maintain and lower class sizes that permit more individual attention for students;
- Help to support a well-rounded program, with enrichments for elementary and middle grades and electives in varied interest areas and disciplines for high school students; and
- Provide funding equivalent to at least the 640 teaching positions initially projected.

The CBRC has the following comments:

- The CBRC finds in the fiscal year 2017-18 that all Levy funds have been spent as approved by voters.
- With the help of Levy funding PPS was able to improve staffing ratios over time. In 2017-18, however, staffing ratios were increased due to inadequate funding from the state legislature. The Levy helped to prevent even larger increases.

	2013-14	2014-15	2015-16	2016-17	2017-18
K-5 Schools (Adopted)	26.90:1	25.80:1	25.80:1	25.80:1	27.0:1
K-8 and K-12 Schools (Adopted)	25.60:1	24.00:1	24.00:1	24.00:1	24.0:1
Middle Schools (6-8) (Adopted)	25.25:1	24.75:1	24.75:1	24.75:1	26.0:1
High Schools (9-12) (Adopted)	25.72:1	23.65:1	21.63:1	21.63:1	23.4:1

- The Levy is also designed to help support well-rounded programs, enrichment for elementary and middle schools, and electives in varied interest areas for high schools. Since the Levy was passed in November 2014, the following actions have been implemented by the District to begin providing additional support as a result of the added staffing outlined above:
 - Met a new planning time commitment for K-5 teachers;
 - Helped schools meet core program requirements; this enhancement includes providing support for a well-rounded program with enrichments for elementary and middle grades.
- With respect to the use of Levy funds for maintaining teaching positions, PPS has received \$84,105,948 as of April 27, 2018 from Multnomah, Washington and Clackamas Counties. Based on the 2017-18 receipts and an average teacher cost of \$106,419 (salary, taxes, and benefits), Levy funds supported approximately 790 teaching positions for the 2017-18 fiscal year. This meets the Levy goal of supporting at least 640 teaching positions. At the same time last year, the Levy funded approximately 827 teachers. The

**Community Budget Review Committee for Portland Public Schools
Local Option Levy Review 2017-18**

decrease in teachers is due to the high costs of the PERS liability and changes to the PAT contract (including 2 years of retroactive pay increases).

- Effective with the 2013-2014 fiscal year, PPS established a procedure adopted for the federal stimulus funds and which was acceptable to the federal government whereby Levy funds are placed in a “sub-account” within the General Fund and can only be used to pay teachers’ salaries and benefits. This provision was written into Measure 26-161’s Explanatory Statement and is part of the current Levy language. The Local Option Levy funds have been deposited into this sub-account.
- Finally the Levy language continues to require independent community oversight to ensure that tax dollars are used as approved by local voters. The PPS Board of Education has appointed the CBRC as the community oversight body to perform this function.

The CBRC would like to take this opportunity to again thank the voters for approving this vital funding source for Portland Public Schools that will help ensure that our students continue to receive benefits from the additional teachers, lower class sizes and enriched classroom offerings afforded as a result of our Local Option Levy. The Local Option Levy helps mitigate the state’s failure to adequately fund the Quality Education Model for K-12 education. CBRC highly recommends that voters renew the Levy at the end of the five-year period.

The CBRC respectfully submits this report to the PPS Board of Education:

Gabrielle Mercedes Bolívar, Co-Chair
Harmony Quiroz, Co-Chair
Dick Cherry
Justin Elardo
Sara Kerr
Roger Kirchner
Judah McAuley
Alice Perry
Irina Phillips
Betsy Salter



Board of Education

STAFF RECOMMENDATION TO THE BOARD

SUBJECT: MEAL PRICE INCREASES FOR 2018-2019

Board Committee Meeting Date: May 15, 2018 **Executive Committee Lead:** Stephanie Soden

Department: Nutrition Services

Staff Lead: Whitney Ellersick, MS, RDN, Snr. Director

I. ISSUE STATEMENT

The United States Department of Agriculture (USDA) and Oregon Department of Education (ODE) require equity in school meal pricing (Section 12 of the National School Lunch Act). Nutrition Services recommends that meal prices be increased on an annual basis, if necessary, in minimal amounts to both comply with this regulation and keep the increases manageable for families.

II. BACKGROUND

Board Policy **3.60.040-P Nutrition Services, Meal Pricing and Purchasing** requires the Board to establish prices for adult meals and student reimbursable meals.

The Federal equity in school lunch pricing requirements stipulate that meals must be priced to cover the cost of producing them. When meals are priced below the cost of what it takes to make the meal, the result is that federal funds for free/reduced-price meals are being used to fill the gap between what a paid meal costs and what the district receives for it. On average, the paid meal price for lunch must be a weighted average of more than \$2.92 for paid eligible meals.

Nutrition Services is expected to be a self-funded operation relying on the revenue generated by serving meals that receive federal reimbursement and cash payments from families. Approximately 24% of revenue comes from cash sales and 76% from federal reimbursement.

III. RELATED POLICIES/BEST PRACTICES

Nutrition Services monitors meal pricing in Multnomah County and surrounding metro school districts. Data from Council of Great City Schools is used to benchmark the cost of producing meals in large urban school districts. Portland's meal costs are higher due to Farm to School and local food initiatives and meeting higher nutrition standards such as increasing the consumption of fruits, vegetables and whole grains. In addition, the increase in prices will help offset the increased food costs associated with the meal regulations of the *Healthy Hunger Free Kids Act*. For example, the USDA did not provide increased funding to breakfast but doubled the requirement for the fruit portion size offered and required all grains to be whole grain rich, which increased operating costs (and did not result in an increase in participation).

IV. FISCAL IMPACT

The estimated increase in revenue with implementation of a 10 cent price increase for lunch is approximately \$108,296 for 2018-19. The revenue generated will be used to cover increased food, labor and distribution costs. In addition, increased revenue is required to maintain resource conservation project costs of washing reusable school lunch trays and/or the use of compostable trays in schools where permanent trays cannot be implemented due to equipment and/or facility limitations.



Board of Education

STAFF RECOMMENDATION TO THE BOARD

V. COMMUNITY ENGAGEMENT

There is significant community engagement in Farm to School and Resource Conservation efforts. In the past, families involved in these community groups strongly support paying more for meals to fund these initiatives. Historically, the general community has not been involved in the discussion of meal price increases.

VI. BOARD OPTIONS

Nutrition Services requests the School Board approve a 10 cent price increase for lunch as part of FY 18-19 budget process to be effective August 27, 2018. While economic conditions continue to be challenging for families, the small increase is more manageable for families than larger increases that would be required to maintain a self-supported Child Nutrition operation if increases were not made regularly.

The other option to meet the Federal equity in school lunch pricing requirements is to supplement the Nutrition Services budget with other non-federal funds (e.g. general fund) to make up the difference between the cost of free reimbursement and the amount we receive from paying students. This is to ensure that free reimbursement is not subsidizing paid lunches.

VII. STAFF RECOMMENDATION

Nutrition Services recommends the following meal price increases:

	Lunch	Proposed
	<u>2017-18</u>	<u>2018-19</u>
Elementary	\$2.80	\$2.90
6th-8th Grade	\$3.05	\$3.15
High School	\$3.30	\$3.40
Adult	\$4.30	\$4.40

VIII. TIMELINE FOR IMPLEMENTATION AND COMMUNICATION PLAN

If approved, meal price increases would take effect August 27, 2018. Nutrition Services will communicate price increases through the printed Menu Calendar, department webpage, cafeteria signage, school handbooks and newsletters, and the Administrators Connection. Meal participation will be monitored and an assessment of the effect on paying students will be reported.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5652

RESOLUTION No. 5652

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Corp, Inc.	5/30/18 through 2/28/19	Construction C 66271	Health and Safety Improvements at Fernwood/Beverly Cleary School. ITB-C 2018-2398	\$4,675,000	S. Soden Fund 455 Dept. 1256 Project DS001, DS003, DS006
ACT, Inc.	5/23/18 through 6/30/19	Personal Service PS 66315	Provide ACT exam to all juniors in February 2019. Direct Negotiation PPS-46-0525	\$156,600	L. Valentino Fund 101 Dept. 5405
Rose City Moving & Storage	5/23/18 through 12/31/18	Services S 66304	Moving services for the Middle School Conversion project. Middle School Exemption Board Resolution #5543	\$249,988	S. Soden Fund 404 Dept. 5597 Project X0149
Oh Planning & Design, Architecture	5/23/18 through 12/31/19	Architectural Services ARCH 66245	Architectural and Engineering services for fire alarm/fire sprinkler upgrades at multiple schools. RFP 2017-2327	\$1,104,052	S. Soden Fund 455 Dept. Varies Project DS003
2KG Contractors, Inc.	5/30/18 through 5/1/19	Construction C 66318	Health & Safety, ADA, Roof upgrades at King School. ITB-C 2018-2396	\$6,271,000	S. Soden Fund 455 Dept. 1262 Project DS006, DS003, DS001
Blackboard, Inc.	5/23/18 through 6/30/21	Software SW 66723	Purchase of District-wide web hosting and annual support. Software and Hardware Maintenance and Upgrades PPS-47-0288(11)	\$339,142	S. Soden Fund Multiple Dept. Multiple Grant Multiple
Tigard Music	5/24/18 through 5/24/19	Materials Requirement MR 66356	Purchase of musical instruments for Tubman and Roseway Heights schools. ITB 2018-2442	\$450,382	A. Lopez Fund 101 Dept. 5446

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland State University	7/1/18 through 6/30/19	Intergovernmental Agreement IGA 66331	Provide Senior inquiry course at Jefferson, Madison, and Roosevelt.	\$265,000	L. Valentino Fund Varied Dept. 5438 Grant G1712
Portland Community College	7/1/18 through 6/30/19	Intergovernmental Agreement IGA 66345	Access for Jefferson students in Middle College Program to take courses at Portland Community College	\$500,000	L. Valentino Fund 101 Dept. 5438

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Mortenson Construction	5/23/18 through 12/31/18	DB 66077 Amendment 2*	Additional construction scope for Tubman.	\$2,000,000 \$17,583,500	S. Soden Fund Varies Dept. Varies Project Varies

* Amendments are in negotiation and not finalized at this time. Staff seeks advanced authorization for these amendments pursuant to the Purchasing & Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, Section X(4): “The District may seek an ‘advanced authorization’ from the PPS Board of Education for any contract upon the approval of the Director of Purchasing & Contracting. The cost of the contract shall be a ‘Not to Exceed’ amount. Once the Board has approved it, no further authorization for the contract is required, providing the contract value remains at or below the ‘Not to Exceed’ amount.”

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5653 through 5657

RESOLUTION No. 5653

Resolution to adopt the X.XX.XXX-P, Conflict of Interest - Nepotism Policy

RECITALS

- A. Portland Public Schools is committed to the highest standards of ethical conduct and professionalism.
- B. This policy will provide guidelines for PPS employees to avoid conflicts of interest caused by real or perceived favoritism based on family or personal relationships.
- C. The policy also promotes public confidence in the impartiality and independent judgment of PPS employees by setting clear expectations about reporting and mitigating any impacts of actual or perceived nepotism.

RESOLUTION

The Board of Education hereby adopts Policy X.XX.XXX-P, Conflict of Interest - Nepotism.

RESOLUTION No. 5654

Resolution Authorizing Madison High School Modernization Master Plan
as Part of the 2017 Capital Bond Program

RECITALS

- A. At the conclusion of the Madison High School Pre-Design Diligence process in February, 2017, Board Resolution 5394 referred the Madison High School Modernization to voters in May 2017.
- B. The election was duly and legally held on May 16, 2017 (the "2017 Bond Election") and the general obligation bonds were approved by a majority of the qualified voters of PPS voting at the election.
- C. Board Resolution 5471 accepts certification from Multnomah County, Clackamas, Washington Counties for May 16, 2017 voter approval of authorizing Portland Public Schools to issue up to \$790 million of general obligation bonds to improve health, safety, learning by modernization, report schools.

RESOLUTION

- 1. The Board of Education directs staff to design a modernized Madison High School for an enrollment capacity of 1700 students.
- 2. The Board of Education directs staff to utilize the current Madison High School Area Program Summary as a guide to construct the modernized Madison High School to an approximate size of 298,000 square feet.
- 3. The Board of Education approves the Master Plan Preferred Site Plan for Madison High School.

RESOLUTION No. 5655

Resolution to Increase School Lunch Prices for 2018-19

RECITAL

Portland Public Schools Policy 3.60.040-P *Nutrition Services, Meal Pricing and Purchasing* requires the Board of Education to establish prices for adult meals and student reimbursable meals.

RESOLUTION

The Superintendent recommends that the Board of Education approve the price increase. The Board of Education approves the recommended price increase for paid school lunches of 10 cents for all grades and adults for the 2018-19 school year.

RESOLUTION No. 5656

Settlement Agreement

The authority to pay a total of \$47,500 plus mediation fees is granted to settle a tort claim made by a former employee. The settlement agreement will be in a form approved by the Interim General Counsel.

E. Large

RESOLUTION No. 5657

Minutes

The following minutes are offered for adoption:

May 8, 2018